

# JOURNAL

## OF THE

# Mysore State Education Federation

Vol. XII]

DECEMBER 1958

[No. 9

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## TRENDS IN OUR EDUCATIONAL POLICY

BY PROF. S. DAVID MICHAEL

IN the new environment of India, we teachers, have an important part to play. Our great country is in the grips of a veritable revolution. The dawn of independence has brought in its wake revolutionary experiments in politics, economics and education. Plans and Projects have created a mental stir. The change is most welcome as a process of emancipation. Is it not a matter for pleasure to see the common man, the Indian peasant, drink daily at the sweet fountain of freedom and liberty? Our leaders have not laboured in vain in the arduous freedom struggle. Yet we cannot but note without concern the new environment in India saturated with new forces which are to be studied and sublimated from the standpoint of pedagogy. One is well aware of one's fundamental rights but only half-conscious or unconscious of its corollary-duties and responsibilities. The gospel of non-violence for which India had become internationally proverbial is threatening to disappear. Young and old have become hypercritical. Political ambitions and objectives try to undermine systems of religion, education and social order. Sacred characters of religion are held up for ridicule. Not liberty but licence is put up on the altar for adoration. Virtues like moderation, obedience and discipline are considered medieval. It looks as if the history of the India of the 6th century B.C. is re-enacted in our own times. We witness good things and forces of evil. Great must therefore be the pleasure and responsibility of the Indian teachers who are placed in the present set-up of Indian conditions. At the very outset, I appeal to them with all sincerity to gauge our environment and equip ourselves suitably to our onerous profession.

### THE TEACHER IN INDIA

In the confraternity of world teachers, the teacher in India in all stages—Primary, Secondary and University—is a specimen of backwardness in many respects. Whatever be his high stature, moral and intellectual, when he is under-paid, under-fed and under-clad, from the status he occupies today in society, the Indian teacher certainly cannot cope with the Himalayan task of the rebirth of the nation in which his place is fundamental. However wise be the system of education, practical, national and even spiritual, if the teacher is hollow, a shadow and a skeleton, with a gloomy outlook of life, even that wonderful system will be a tragedy of good intentions. In all ages, all over the world, the teacher has been the pivot of the educational system. So are we and shall be in our own country. Do not you and I long to see an educational resurgence in our Motherland and to usher in a generation of pupils—boys and girls, future fathers and mothers, of pattern of the Pater-familias and Roman Matrons, with moral calibre, sense of service, self-respect, ambition, heroism and enterprise whose impact will be beneficially felt all over the world. To implement this vision of a glorious future India, I should like to place before you two requisites and earnestly emphasise them—one is what we ourselves must do to us and the other is what society and Government are expected to do to the teaching profession. Regarding the first, I have only to recall to you the qualities of head and heart so abundantly possessed by our ancient teachers. They were first and foremost men of God and men of religion. Within the sacred fold of *gurus*—I shudder to think of the



connotation of this term which applies to us—an atheist and an agnostic have no place. Unblemished purity of private life was the hall-mark of our ancient teachers. If they erred, they never glorified vices. In thought, word and deed, in communion with God, they treated an atmosphere and an environment which richly conduced to formation of the youths who squatted about them. Prince and peasant looked up to them as living monuments of intellectual and even physical culture. Having no material needs which patronage and endowments lavished on them, they lived as apostles of learning and wisdom, and died as martyrs of education. Out of love and gratitude to them, their beneficiaries ascribed to them qualities of divinity. Alive or dead, they were enshrined in the hearts of men and society honoured them with a place on the top rung in its ladder. We will do well to keep before the eye of our mind the qualities of an ideal teacher and live up to that model in spite of the complicated modern society in which we are placed.

The other requisite is the realisation of the responsibility of society and government to the teaching profession. It is often pathetically said, "The teaching profession is the noblest but poorest of professions". This state of affairs should not continue long in the interest of the nation. A timely warning in telling words was sounded only the other day by no less a personage than Acharya Vinoba Bhave. Addressing a prayer meeting on May 17, 1958, at Miraj, the Acharya remarked :

"The profession of teaching attracted only those who had failed to get a job in any other field. This has led to the deterioration of the standard of students. I wonder how the moulding of character of the future citizens be entrusted to those...who had a gloomy outlook on life."

The last part of this pronouncement is a painful truth. If, as he impartially observes, the great army of teachers are discontented because of service conditions, inadequate salary, insecurity of tenure, dubious promotion and inappropriate amenities, there, not only will they fail to mould the character of the pupils but what modern history has taught us, they will constitute the disturbing, even undermining factors of democracy in the long run.

### OUR EDUCATIONAL SYSTEM

In Free India, earnest endeavours are being made to better the status of the teachers and to build up a system of education suitable to the needs and aspirations of the country. What has been hitherto Primary Education has been made *Junior Basic* whose curriculum has been enriched with creative activities like crafts. As the following chart will show, quantitative progress has been made :

		1950-51	1955-56
Basic	Schools	17.51	10,000
	Students	1,85,000	11,00,000
	Training School	114	440

The importance of *Secondary Education* can hardly be exaggerated. The High Schools have to produce teachers to the Basic Schools and pupils to the University courses of study. There has been marked quantitative increase in the number of High Schools during the last ten years. In 1953, the total number of High Schools was 18,497 as against 12,693 in 1948 showing a 50% increase. A similar percentage of increase is expected by 1958. The qualitative progress was doubted and the two criticisms levelled against the system were, declining standards and over-literary type of education. But a silent revolution has been introduced by the implementation of the Report of the All-India Secondary Education Commission ably piloted by our erudite and versatile Vice-Chancellor, Dr. A. L. Mudaliar. Medium of the regional language, diversified courses, multi-purpose schools, agricultural and technical courses, the Junior Cadet Corps, Social Service League, these, amongst others, constitute the chief features of the reorganisation of Secondary Education as indicated by that Report.

In a free country, one rightly looks up to the *Universities* for the supply of leaders and topmen in all sectors. More so, in a country under a Plan, they can best subserve the government objective with Engineers, Mechanics and Doctors in the scheme of development or promotion of national health and wealth. During the years of freedom, there has been increase in the number of Universities so that every important linguistic area has its own University. Falling standards,



examination mania and lack of co-ordination induced the Government to set up an All-India University Commission under Dr. S. Radhakrishnan as Chairman. The Commission laid particular stress on agricultural and technical education and suggested scientific methods of educational testing. On its recommendation, the Government has set up the University Grants Commission as in Great Britain to advise grants from public revenues to Universities with its enlarged powers and functions. This body is expected to stimulate by its indirect influence and grants better progress in the Indian Universities and ensure higher status for college teachers.

#### SOME TRENDS IN OUR EDUCATIONAL POLICY

I have very briefly set forth the overall structure of our educational system in all stages. I may now be permitted to make a few observations. Of the two theories "Smile and study" and "Weep and work" obviously, the former is better. Yet, we must not banish the idea of seriousness *in toto*. We will do well to examine the Basic system in the light of this remark.

Though indiscipline of students cannot be charged against most institutions in South India is it not lifting up its ugly head here and there, now and then? If so, is it not our duty as a body of teachers to wipe out the causes of disorder, rather than smash the victims who have been often the pawns in some non-educational games?

In our secular state, education rests on the natural and not supernatural order. No system of education which ignores the spiritual basis of life, will really meet the needs of the country. Cannot heads of institutions and individual teachers fill up this gap by suitable devices?

There is one trend in our educational policy which ought to be carefully examined. It amounts to unnecessary intervention into and encroachment upon the autonomy of Universities and aided private agencies in education. Standardisation in education will lead to totalitarianism and regimentation. It will spell disaster. We are in the days of democracy. The old Secondary Education Board, an elected body, has become a thing of the past. The Text-Book Committee of the State has become a nominated body. Recently, a University Senate debated

whether the Vice-Chancellor of that University must be elected or nominated outright by the Chancellor. On the eve of elections, there is tall talk of democracy. Subsequently, the Legislature tries to arrogate to itself, if possible, the powers of the executive. It is ludicrous that Educational Selection Committees must be manned by local M.L.A.'s to the exclusion of eminent heads of institutions. The forthcoming increase of term days in the College to 180 is an unpractical and reactionary measure. Surely, it is bound to accelerate the already existing deterioration of standards. Often we have heard the remark of surprise that a college teacher has only two hours of work every day, when others work eight hours! A friend of mine, now Joint Registrar of Co-operative Societies, had the same view and believed that college teachers were under-worked. He was appointed Principal of the Hood's Training Institute and had to lecture one hour a day. He found that one hour lecture so taxing, he has now changed his view!

#### OUR TASK AHEAD

Amidst odds, we must take a higher view of our profession. A teacher is a servant of mankind. In this God-given mission, he is in *loco parentis* with moral obligations in the formation of the pupils. He can best discharge his task only when he realises this great mission of his. He is to approach the child without prejudice of caste or creed. This is all the more important in a country like India, a museum of races, castes, creeds and tongues. The task of the Indian teacher is a responsibility and an opportunity. Free India is being reconstructed politically, economically and socially. In this reconstruction, all have a share and obligation. Negatively, dishonesty and corruption must be wiped out and therein sense of service and sacrifice ought to be instilled. We must take a keen interest in the spread of Adult Education. "Each one, Teach one" must be our motto. Our literacy stands at 20% only and we pride ourselves in adult franchise. The endeavours of the Government to spread adult education through the Educational Department, Community Projects and National Extension Schemes have not succeeded. In a land of rural indebtedness, success is possible only if the villagers are given the opportunities to "earn and learn".

(Continued on page 232)



## STUDENT INDISCIPLINE AND GUIDANCE\*

PROF. M. Y. BHIDE

*St. Xavier's Institute of Education, Bombay-1*

**T**HE problem of student indiscipline is a burning problem before the educationists of today. Far too frequently, we read in the papers of acts of indiscipline, rowdism and hooliganism by High School and College students. Some years back the students of a college in the U.P. killed the Principal. Early this year, the students of another college in the same State beat one of the Professors and recently there was trouble in Trivandrum between the students and the State Transport. (Since this paper was read, the students in Kerala have been agitating over some increase in the rates of ferry-services.) In Calcutta the students refused to appear for an examination on the plea that the question paper was too difficult. The authorities of one University had to close down the University indefinitely on account of some trouble. (At Indore, the student-trouble led to firing.) During the trouble over the report of the S. R. C., in Bombay, a student slapped the Principal of another College and a High School student in Bombay High School was actually murdered. Many more such instances can be cited, the most recent being the closing down of the Benaras Hindu University in October 1958.

The trouble is not limited to our country alone. It has become a world-wide problem. The authorities of the New York School system and Educational authorities in France have recently expressed grave concern over juvenile delinquency, which is nothing but a pathologically advanced stage of indiscipline. We shall have to trace the basic cause of this malady and consider the ways and means for effectively checking this grave menace. (Even the Central Government is becoming more alive to the problem and has established an organization for developing a sense of National Discipline under Maj. Gen. Jagannathrao Bhonsale. Since September 1958, representations of this organization have been visiting and working in schools in Bombay City with a

view to develop a sense of discipline among the students and on inquiry I learn that these efforts are being carried all over the country.)

The seeds of the present kind of indiscipline were sown in the various non-co-operation movements during the pre-independence days. That the students should come out in large numbers and participate in the freedom fight was both natural and necessary. It will not be an exaggeration to say that but for the contribution made by the students, achievement of independence might have been delayed. Yet, after achieving independence, proper care was not taken for harnessing this great potential for constructive work on a nation-wide basis. Students began to suffer from a sense of frustration; they began to feel that they were used merely as tools.

One may, however, point out that there are being organized summer camps for students under the community development programmes. I had the opportunity to witness one such camp organized on voluntary basis. The students made a show of sinking a well. I say show because I learnt that the previous year they had embarked on the same project at the same place on the same spot. They dug the soft earth to a depth of some five or six feet and as the spot was at a low level, they struck water. They congratulated themselves on the "successful" completion of their work, stopped work, broke camp and went home. This was in the summer of 1954. But by the time they organized a new camp in May 1955, the pit they had dug was filled up and thus nature created work for them at the same spot again. The story was repeated this year, the camp-conductors had invited a prominent person to address the students. As usual photographs were taken. But the guest administered a mild admonition and told that this was not enough and they should see that the project they had undertaken was really completed. He of course complimented them on their work, paid tribute to their spirit of service and dignity of labour, but teasingly asked how much of it was due to a desire to see their photos in

\* Based on the Paper read at the All-India Educational and Vocational Guidance Association's Annual Conference held at Jabalpur.



the press. I made a few further inquiries from some friends of mine and found that their experiences and observations were not much different. Let me, however, hasten to add that not all camps are like the one described above and in many cases the spirit and desire are genuine. Nor do I wish to belittle the importance of such a camp, but rather to focus the attention on the fact that the immense possibilities of such camps are being thrown away for want of proper guidance. I sincerely wish that such camps should become a guided activity and should, thereby, contribute towards better discipline. What can be achieved with proper guidance and sympathy even with confirmed delinquents and street warifs has been very lucidly and forcefully depicted by Anton Maarenko in his excellent work "Learning to Live" in which he describes an actual settlement for such unhappy youngsters.

I shall now mainly concern myself with the problem of indiscipline in urban areas and with particular reference to the City of Bombay with its tens of colleges and hundreds of schools and thousands of students.

The Primary Education, both Lower and Upper Primary in Bombay, is controlled by the Municipality and quite a large number of Municipal Schools work in two shifts. Generally the four top classes—4th to 7th—are held in the morning and the first three classes—1st to 3rd—are held in the afternoon session. The morning session holds from 7-30 a.m. to 1 p.m. and the afternoon session 1 p.m. to 6 p.m. The secondary Schools—quite a substantial number of them—also run in two shifts. In certain cases two different schools work in the same building. Then there are night schools which use mostly the school buildings from 7 p.m. to 9-30 p.m. The shift system prevails even at the collegiate level, the Art classes are held in the morning while the Science classes are held in the afternoon. The professional colleges do not work in shift. But even here the law colleges are an exception; they too work in shifts.

This shift system contributes, in no small measure, to the growing menace of indiscipline. The students are denied the use of school building to pursue other extra-curricular activities. They hardly stay in the school for six hours and the pupil-teacher contact is but little. They are deprived the benefit of the healthy influence

of the school atmosphere. This had led to a steady deterioration in the standard of education and consequently given rise to crops of coaching classes. Pupils flock to the coaching classes since they do not receive full benefit from the school. This works back. Pupils going to coaching classes develop a tendency that they are receiving more benefit from the coaching class than from the school and consequently are not very attentive in the school.

At the collegiate level, the position is worse still, most colleges admit 150 students in each class and for each class there are two or three divisions. There is a large number of colleges in Bombay City with a student-population between two to three thousand, the strength of many European Universities. The position is more or less the same in big cities like Calcutta and Madras. Thus the colleges, instead of becoming educational institutions, have become educational mills and factories with this difference that the product of mills and factories are not so low in quality as those of these educational mills and factories. The teacher-pupil ratio is too high for a close personal contact between the teacher and the taught. It is a sad fact that many college professors do not even know a majority of their students by their names. Unless these unhealthy symptoms are removed the atmosphere of a school or college is not going to improve. In fact, there should be no shift system permitted, no single-stream school should have more than 500 pupils, no multi-purpose school should have more than 500 pupils per stream and no college should have more than 1,000 students. Even the University Grants Commission has suggested this last measure.

The City of Bombay suffers from the problem of space; most of the lower middle-class families stay in a two-room tenement in chawls. This comes to about 225 square feet of living space for a family of five or six. The position of the lower class is still worse. In the mill area, in a single-room tenement live as many as a dozen souls and in quite a number of cases two or three families are forced to stay in a single-room tenement with a cloth screen or two serving as partition. This city claims to be one of the cities with largest footpath dwellers and slum areas. Every alternate day, there is a reference or two to the housing shortage in newspapers of every description.



Naturally, children who have to live under such conditions cannot get a quiet comfortable corner in the house even to do their home work, not to think of pursuing their hobbies. The city has very few parks and playing grounds for children who, therefore, are thrown out on the streets. It is not infrequent for parents to give a little money to their children and send them out and spend their time. If the children are thus thrown out on the streets, is it their fault that they become a problem both for the home and the school? The thing to be wondered at is that there are comparatively so few problem cases taking into consideration the actual conditions under which children live.

Here one more factor deserves consideration. In Bombay State, a candidate desiring to appear for the Secondary School Certificate Examination has a wide field—about ninety subjects—from which to choose his minimum seven subjects. Of these seven subjects the mother-tongue and Hindi are compulsory and in addition there are a few more restrictions as regards the choice of certain groups of subjects. Even then, the candidates have ample choice. Theoretically the situation is very nice. But what actually happens is that majority of these ninety subjects only remains on paper and the pupils have in practice little or no choice. In majority of cases the schools provide mostly for the traditional academic subjects which open the portals of the University to the candidate. This is because the schools cannot afford to provide for more than 8 or 9 subjects. They receive but poor grant, a paltry 33 per cent. and that too subject to a cut of 5 per cent. If they fail to produce at least 25 per cent. passes at the S.S.C. Examination, then there is the question of admissible, inadmissible but approved and unapproved expenditure. The schools are not encouraged to provide for more than the traditional subjects. Thus in reality, the subjects in which they have no interest are forced on the pupils and naturally some of the pupils turn out to be problems for the school. In case a pupil has an opportunity to make choice, it is but done arbitrarily, as there exists no system of educational and vocational guidance. This arbitrary choice takes place also at the collegiate level giving rise to many cases of maladjustment. From maladjustment to indiscipline is not a far cry. In Bombay

the police arrest road-side "Romeo's and a quite few of them are High School and College students. This is the result of the non-existence of any provision of leisure-time guidance and opportunities to pursue good leisure-time activities.

Of course, the State has a Vocational Guidance Bureau (recently changed into Vocational Guidance Institute) which conducts career master's courses and advanced courses in Vocational Guidance. But not all career masters and school counsellors are functioning. In certain cases, they cannot function even if they want to, because there is hardly enough room for holding even the regular classes and the school building is occupied at 7 a.m. in the morning up to 10 p.m. at night. There is not enough room to place the material on occupational information. Of course, schools like the Bharada New High School and the P.J. Institute are doing good work but such schools are exceptions rather than the rule.

As regards the home, parents have neither the qualifications nor the time to guide their children. The father leaves for work at about 9 or 10 a.m. in the morning and returns home at about 6 or 7 p.m. in the evening by which time he is thoroughly tired. In mill area usually both the parents work. Moreover, their hours of work are not fixed as they have to work in shifts. Thus we find that in a city like Bombay both the home and the school are unable to do what is necessary for the children. They cannot supervise the child's study, cannot keep a check on the company he keeps. It is a common sight to see school and college students on the roads in gangs, teasing girls and other pedestrians and thus becoming a menace.

To recapitulate: We find that the shift system in schools, an adverse teacher-pupil ratio, crops of coaching classes, lack of proper guidance by parents and teachers, lack of direction at the purpose and values, inability to pursue their studies and hobbies at home and at school, insufficient and inadequate housing, lack of check on their company, lack of parks, playgrounds and clubs, and unhealthy attractions, like cinema, are the chief reasons for the current wave of indiscipline.

The remedies suggested are: (1) lengthening of school hours from the present maximum of 6 hours to a minimum of 8 hours

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## CREATIVE ASSEMBLIES

BY MRS. POLLY R. LOWNDES

*Evanston, Illinois*

JOHN DEWEY once said, "An idea is a plan of action". At Nichols Intermediate School in Evanston, Illinois, where each home room is responsible for one assembly programme a year, we offer visual evidence that an idea is a plan of action. Approximately 90 per cent. of our assemblies begin with an idea and end with a dramatization. In short, we choose a theme, assemble all available information on our subject, then develop this material into a series of related scenes. Programmes so developed we call creative assemblies. There is a final requisite as we interpret the term: every child in the class participates in this project, not only in the class discussion as we plan our scenes, but as one of the characters appearing on the stage.

Persons not familiar with creative assemblies wonder where we get our ideas. Actually, they can be found almost anywhere. Any theme within the experience and understanding of the children can be used. Dramatic value is not essential. We endow our ideas with the elements of drama as we work on them. Sometimes a subject that seems dull at first is more fun than a more colorful one.

We have ideas tagged or classified in our minds in order to look at them. There is one group, for instance, that is an outgrowth of the classroom work. As an example, a class in English based its assembly on an imaginary house-raising. The helpful neighbours were legendary American characters, each contributing to the house-raising the talent for which he was famous. A class in mathematics wanted to show the part mathematics plays in the life of an average family. Their family planned a new home, the architect designed the house, the contractors submitted bids, and the family budgeted the money that was left for a trip—to recuperate. Another class, this time a social studies group, dramatized the origin and history of quilting. This led them to a study of society from the Crusades to the present. Sometimes in our search for an idea we turn to another group. These are possibilities roughly lumped together because they are suggested by the time of year,

holidays or special events. Exploration here has produced assemblies concerned with vacation experiences, New Year's Day in a USO lounge, Thanksgiving in a Settlement House, St. Nicholas eve in Germany, elections, and Valentine's Day as it was celebrated some 100 years ago.

There is no step in the preparation of a creative assembly so satisfying as discovering the theme and planning the scenes. During the first class discussion suggestions may come slowly, but all of a sudden something will pop up that we recognize as a beginning and we are off! This idea is followed by another and then another until suggestions are coming so fast that our only problem is to choose the best ones and arrange them in dramatic sequence.

It is probably because of this glowing beginning that we are never quite prepared for the setbacks that always seem to come as we develop our assembly. But these, too, are a challenge. At times it seems that our idea won't work after all, that developing it is beyond our abilities, or that there just isn't enough time, and a dozen other unforeseen discouragements. It takes a certain stamina to get over these humps, and it takes faith. I have learned to place my faith in the children. Not only do they give of their best in a crisis, but always there will be flashes of something very special, inspirations actually, that highlight both rehearsals and performance.

I believe that much of this resilience and responsiveness is closely related to the fact in a creative assembly there are no lines to learn. This does not mean, as some observers erroneously think, that the children "just get up and say anything they feel like saying". Quite the contrary. Before any child plays a part on the stage he knows very definitely what his character is to talk about. That is, the words will be his own, but certain points must be covered to develop his character and to move the scene forward. Once this requirement has been met the child is encouraged to contribute to the scene anything that his character might convincingly say or do.

*(Continued on page 236)*



# NEWS RELAY AND NEWS FLASH PROGRAMME IN HIGH SCHOOLS

## An Experiment

BY SHRI B. V. KESHAVA IYENGAR, B.A., B.T.

Head Master

Municipal High School, Gundlupet

### INTRODUCTION

**I**N this age of rapid scientific and technological advancement and improvement in the communication, which has knit the world together into a single family, and when political consciousness among the peoples of the world is increasing the importance of keeping every one of our students well-informed of the main and current events that are taking place in our locality, country, and in other parts of the world, cannot be overemphasized, if every one of them is to be enabled to contribute his share to the local, national and international well-being. The Radio and Newspaper are the chief means through which this information could be obtained. But only a few of our students are making use of these modern means of information. The reason is that most of them either lack opportunities for such means or do not have interest in them as they have not realised the importance of such information. This is a challenge to the community, the family and the school. And our school has met this challenge in an humble way by introducing a "News Relay and News Flash Programme" in the daily activities of the school.

### GENERAL AIM

To keep the students informed of the main events taking place around them, locality, country and the world.

### OTHER AIMS

1. Training them in Democracy.
2. Provide opportunities for self-expression.
3. Develop power of discrimination.
4. Instil interest in the good of their locality, of the nation and of the world at large.
5. Train them to become good and responsible citizens of the nation as well as of the world.

### THE ACTUAL WORKING

The News Committee.—last year the work relating to the "News Relay and News Flash" had to be done by those students who were asked to do so at the Director's choice. But only a few of those students were doing the work with interest. So at the end of last year (1957-58) it was felt

by the Minister in charge of the Portfolio of the School Republic as well as the Director in charge of the Republic, that it would be better if this work was assigned to a committee. The outcome is, we are having now, a News Committee this year.

### WORKING OF THE COMMITTEE

While forming this Committee, no elections were conducted. Instead, the Director went to each class and after telling them the benefits they would get by doing the work relating to *News Relay* and *News Flash*, he asked them to volunteer themselves for the work and that there would be no compulsion on any body to do this work. The response was good and as many as 28 students including four girl students volunteered themselves to do this job.

These 28 students constitute the News Committee for this year. To facilitate the work this Committee was further divided into two Sub-Committees: (a) The News Relay Committee with 20 members and (b) The News Flash Committee with 8 members.

The Minister in charge of this Portfolio of the School Republic, i.e., a student is the Chairman of the News Committee. The Director of *News Relay* and *News Flash* (A member of the staff) Sri Syed Hafizuddin, B.A., for this year acts as a guide to this Committee. Every week-end, i.e., on Saturday, the Director allots work for the coming week (from Monday to Saturday) one member per day for News Relay; one member per week for News Flash. Each member has to go through the news paper and write out the summary of the main news on a Quarter Sheet of paper under the following headings:

Local News; National News; Foreign News; News relating to Sports and at the end Some Good Thought for the Day.

In the initial stages the Director guides the member the way in which he has to assimilate the news.

Every member of the News Relay Committee shows the news he has assimilated to the Director before reading it out to Assembly of Students at the Prayer Hall.



Mistakes if any will be corrected and modifications if need be will be effected by the Director. In the beginning each member has to give a trial reading of the news to be read before the students to the Director and if need be the Director teaches him the proper way of reading.

In the same way every member of the News Flash Committee shows the news he has assimilated to the Director before writing it out on the Black-board (which is nothing but the Daily Bulletin Board) kept for this purpose in the Central Hall of the School.

This daily checking up and guidance will be lessened as improvement is shown by the members. The students listen to the news read before them in the Prayer Hall and go through the news written on the Black-board.

#### ACHIEVEMENTS

It is pleasure to state that this arrangement is working very satisfactorily. Whenever the need arises, the Committee meets. The suggestions for any further improvement in the activities of the Committee are discussed and resolutions are passed and implemented. In this, the members are getting an opportunity for self-expression. The members are evincing a keen interest in their work and have developed a great sense of responsibility. And now the work of the Committee is running along such smooth lines that even when the Director is on leave and away from the school work, the scheduled work with regard to the News Work takes place as it would be when the Director was present. Whereas members on the Committee want to have more chances than the fair distribution of work given them from time to time, those students who are not at all on the Committee are requesting the Director every now and then to give them also opportunity to do this work. This healthy development in the attitude towards the work among the students proves the great value of arranging this work on a Democratic basis—giving the work to those who show interest and come forward voluntarily, as contrasted with the one of previous experience.

#### EVALUATION

To evaluate whether the general aim of this progress is being fulfilled, the Director every now and then asks questions in every class either at the beginning or at

the end of the 'class-room work for about five minutes. This is also done by other teachers in their classes to correlate their teaching work wherever possible. It is being experienced that the number of students who are in the know of Current Events are on the increase in our school. As the Director is also the "Social Study" teacher, he includes in the class tests some new-type-questions on the names of international personages, particularly prominent at the time of a particular test and on the names of the places where important international conferences are taking place at the time of the test. In the tests that have been conducted so far, about 90% of the students have written correct answers to these questions. When some important events take place in our country or in any part of the globe, the Director invites discussions on it and gives more information to students about it. A few examples may be quoted here. When a political Revolution took place in IRAQ, the rise of the spirit of Nationalism among the Arabs was made known to the students. When the Second Conference on "Atoms for Peace" took place in Geneva recently, they were told about the First Conference of this kind in Washington in 1955; and the importance of such conferences was made known to them. While referring to the nuclear tests, they are told about the horrors of such a test. The need for international brotherhood and international peace is stressed and the truth of the fact that "in the world's good is our own good and in our good is the world's" will be brought home to them. Whenever some unwarranted strike takes place by students in any part of the country, students will be informed of the bad effects of such unconstitutional methods both to the strikers and to the nation. Thus the importance of law and order and respect for authority will be explained. All these lay a good foundation for them to become good and law-abiding citizens of the nation and of the world.

As these examples show much stress is laid on the development of attitudes like self-discipline and social-mindedness.

The purpose of this News Relay and News Flash Programme in our school is more than fulfilled if it has stimulated interest in our students in the current events that are taking place around them and if it has fostered a realisation in them that every body's good

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## RELIGIOUS EDUCATION

BY SHRI SHAMSUDDIN, M.A., M.Ed.

*Raipur, M.P., India*

"Educate men without religion,  
And you make them but clever devils."  
*Duke of Wellington.*

**E**DUCATION cannot be separated from religion as body cannot be separated from soul. If religion is cut off from education, we may not die a physical death, but surely we shall die spiritually which is the resurrection of humanity. A man with all his physical wants in this world needs one very important thing, i.e., "peace of mind" and that is divine security by means of religion.

In the opinion of the great philosopher Plato, "Education consists in giving to the body and soul all perfection which they are susceptible." Similarly Comenius says, "Education is the development of the whole man". All this indicates that education has different aspects of development. It has to look to the man's mental development as much as to his all physical and moral developments. To achieve this all-sided development education must be imparted along with religion as its essential chapter. Education as understood now-a-days is nothing but the development of man's mental faculties at the cost of spirit (soul). But this satisfies only his carnal thirst and not all-sided needs.

In its narrow sense the word religion may mean "the following of any creed of faith". But as Dr. Radhakrishnan says, "Religion does not mean the acceptance of a particular cult or creed, but an inward life of spirit which manifests itself in social service and sacrifice", it becomes quite clear that religion is something else than what people actually understand by its narrow view. The word religion 'means' to bind. Religion is joining link between Man and God.

As Comenius says, "Man is the image of God". The question naturally crops up—why is man sent to the world? What kind of life he has to lead and so on. But if we give a serious thought to the subject, we will realise that God has sent man on this earth to try his life, to get the opportunity for the growth and development of his personality. Death means returning to God from where he came provided he had lived his life

in conformity with the Divine Will. Religion is the sum total of the relationships between man and man with God at the head.

Thus we find the great need of religion in man's life and it is essential that it should be given to man along with education. We may say that while introducing religion in education we are not to emphasise the strict following of rituals and religious practices. The great principles of truth, honesty, purity, etc. may mean vague terms to them. They should be explained through concrete examples. For example, while explaining the principles of truth, obedience, sacrifice and idealism of life, we can frequently quote the instances from the life-stories of Raja Ramachandraj, the Christ and the Prophet Mohammed. This may bring about the end of religious conflicts. But we should bear in mind that in all religions, the differences may be in the way of belief and religious performances but the principles underlying all of them are common and while educating we have to emphasise these broad principles only. The stories and religious performances may be means and not end in themselves. In this way we can achieve our desired purpose.

Wordsworth says, "A child is a being standing on the shores of the sea of Immortality—as he goes away from it, he becomes more and more engrossed in the world and forgets gradually the recollections of God". To keep them bound with each other, religion is helpful. It makes them to beware of the beast in them and build a heaven on earth. Though all his physical needs are fulfilled, his spiritual side remains dry and parched. Love of his fellow-beings, which is connected with spirit and soul, can only be fostered by knowledge of religion. He acquires the finest qualities of modesty, sacrifice, kindness to the weak and needy, gentleness, love for beauty and art through religion and thus finds himself victorious over the wicked qualities of devil. He becomes 'man' in the real sense of the term defeating the 'devil' in this world.

The religious education needs a prominent place in the present-day world of materialism,

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## HIGHER SECONDARY SCHOOL CURRICULUM

(Draft prepared by the Department of Public Instruction in Mysore--A Critique\*)

(1) It is not definitely laid down when the curriculum is to be introduced in Secondary Schools. The Government is pleased to issue also a revised course of seven years for Primary Schools. Even there it is not given definitely when it is to be brought into force. The proposed Higher Secondary Curriculum is a sequence of the new Primary syllabus which includes the study of English for the last three years, Hindi for the last two years and craft throughout the last seven years. Hence the syllabus for the VIII std. in English is sufficiently high as it presupposed a study of English for three years. This meeting therefore resolves that the Higher Secondary Curriculum be brought into force three years after the introduction of the proposed primary school curriculum in the V std.

(2) Subject No. 5 of the compulsory group includes General Science and General Mathematics combined together. It is the honest opinion of this meeting that this combination is not a happy one. General Science itself includes seven subheads of Science and Mathematics of three. It is not possible to distribute even attention over all these subheads during the short period. Hence this meeting resolves that General Science and General Mathematics be treated as separate subjects each requiring a paper of 100 marks to receive sufficient attention.

(3) In Bombay Karnatak, Drawing is being taught as a compulsory subject of the curriculum both in Primary and Secondary stages upto the S.S.L.C. class and as an optional subject in S.S.L.C. It is a well developed subject in this part of the State and gives impetus to many a student to follow a career of Fine Arts in his later life. Separate examinations such as Elementary Grade and Intermediate Grade Examinations are conducted by the Government after passing which pupils join Sir J.J. School of Art, Bombay and the like for further study in Fine Arts. This subject does not find an important place in the proposed curriculum. Drawing serves the purpose of giving training to head, hand as craft is

supposed to do. Hence this meeting resolves that the sixth subject in the compulsory group be a Craft or Drawing, instead of Craft only.

(4) The number of subjects to be taken up in the IX std. is seven compulsory and generally three optional subjects. This gives a total of ten subjects (eleven if General Science is separated from General Mathematics), to be learnt by every pupil at the early stage of fourteen years. This causes great strain and is likely to hinder the mental development. Hence this meeting resolves that the number of subjects be reduced as shown below :

(a) According to the curriculum three languages are to be learnt in the compulsory group, e.g., (1) Mother-tongue, (2) English; and (3) Hindi. A pupil may be allowed to take any two out of these three.

A pupil of the VIII std. will have learnt his mother-tongue or regional language for eight years and will have acquired sufficient mastery to read, write and express himself in the language. Further, mother-tongue being the medium of instruction in subjects like Social Studies and General Science, he will have earned incidentally sufficient knowledge of it. No special stress is therefore necessary unless a pupil chooses a literary course in which case he may choose mother-tongue or regional language as one of his optional subjects. Some other pupils who want to discontinue their school career and enter life after X std. may omit either English or Hindi if they choose to do so.

(b) The next three compulsory subjects are: (1) Social Studies; (2) General Science; and (3) General Mathematics.

A pupil may be allowed to take any two out of these three.

(c) Craft or Drawing should form the fifth compulsory subject and Physical Education the sixth one.

(d) For the IX std. in addition to these subjects a pupil may choose any two subjects from one or more groups in the optional set instead of three as laid down in the proposed curriculum. This gives a total of eight subjects to be studied by a pupil of XI and X stds. We feel that it is a fair quota of work for a school-going pupil.

\* Resolution passed at a meeting of the Headmasters' Association at Hubli Seminar Teachers' Association.



(5) It is a matter of great satisfaction that the Government is pleased to include Craft and Physical Education as compulsory subjects and thus is solving a long-felt need. Keeping an eye on the practical difficulties in the examination of the same, the meeting is of the opinion that these subjects need not to be kept as examination subjects in the Public Examination at the end of the X std. The Head Master's certificate that the pupil has undergone the necessary training under the supervision of a trained teacher, may be considered a necessary prerequisite for appearing for the Public Examination at the end of X std.

(a) When a pupil enters XI std. his main purpose is (as the number of subjects in the optional group suggests) to prepare himself for the University Education. Such pupils may find Craft as a very useful subject. So this meeting is of opinion

that the sixth compulsory subject of Craft should be deleted from the syllabus of XI std. However, pupils who have special aptitudes for technical subjects and desire to pursue their study in colleges may be allowed to choose this subject in the optional group No. 3 where Craft should be introduced as one of the trade courses in the group of technical subjects.

(b) Similarly Physical Education should be a subject taught in the school but not a subject for Public Examination at the end of the XI std. The Head Master's certificate that a pupil has undergone a training in the course should be considered a prerequisite for appearing for the examination. More stress should be laid on the organised games such as cricket, football, hockey and hututu, etc., instead of gymnastics. Such games develop *c'sprit de corps* among the pupils.

### Trends in Our Educational Policy

*(Continued from page 223)*

There is again Social Education so necessary in our country under democracy. National reconstruction implies the teaching of civic rights and duties, principles of health and sanitation and social fellowship. In this new set-up and in a wider sense, the teacher's duty does not end within the classroom but only begins there and expands to society at large.

History tells us that the dawn of national independence has been followed by golden ages. The battle of Marathon produced the Periclean Age in ancient Athens. Writers like Fichte and Hegel held out the vision of

a Pan-Germania and created modern Germany. Though invaluable are the services of Tagore, Barathiar and others, it is for us, teachers, to lead the "innocent angles" entrusted to us on paths hitherto untrodden by men, to see visions hitherto unseen and to rise to heights hitherto undreamt of by men. These things take place in a golden age. To build up an age of idealism, the teacher's task is great. The work of creation is God's. When we mould mind and soul, we do God's work. For that God alone can give adequate recompense.—  
*Courtesy—The South Indian Teacher.*

### Student Indiscipline and Guidance

*(Continued from page 226)*

as in Japan, the extra time being given to supervised study under the guidance of the school staff; (2) abolishing of shift system in schools; (3) a more favourable teacher-pupil ratio; (4) making school premises available to children of poor parents for the purpose of study; (5) starting of a number of club activities and workshops so as to

enable pupils to pursue their hobbies; (6) vacation camps; (7) establishing playgrounds and parks; (8) pupil-participation in social and cultural activities like dramatics, music celebrations of festivals, debates, elocution competitions, sport and games and athletics; and (9) proper facilities for educational, vocational and leisure-time guidance.



## A TALE OF A SHRAMADAN

BY SHRI V. S. RAMACHANDRA RAO  
Retired District Educational Officer

I HAD just taken charge as District Educational Officer. The Inspector of Schools waited quietly clearly wishing to be heard.

"Well, Mr. Inspector, is there anything particular?" "There is the matter of Kallhalli, Sir, it appears to be urgent."

"Will you fix up and announce a day please, you and I shall go to the place and hold an enquiry."

This was a curious case, for, in all my experience I had not received as in this one, a representation asking that a school that was in existence in the village be taken away.

That was the matter here. The Primary School was being held in a temple, in this case of the Goddess Mari. It was not a regular temple but a *gaddige*, that is—a small enclosed sanctum with a veranda open on three sides with a roof but no wall in front. In such temples anybody could go up or in at any time as they cannot be shut up. In this particular instance, instead of being quite open, there was a grating of iron rods and a similar door. This door was kept locked when the school was not in session and that was what the row was about.

Just before I had come in, there was a representation made that (when the temple was open the school was working and when the school was not working the temple was locked) it interfered with the easy procedure of worship of the Deity. In consequence, one party of the village, wanted that the school should be removed so that the temple could always be kept open. Against this, there was another party and feeling ran high. A telegram declared that even blood might be shed.

I hurried to call on the District Superintendent of Police. "Yes" he said, "we have heard something about it. Kindly enquire into the matter and let us know. You have our support, of course".

So we went on the appointed day. A crowd of about fifty villagers were assembled in the School-cum-Temple, some dressed up as for a visiting officer.

It was represented that it was contrary to custom to lock a Mari temple. The school came in the way of worship.

The children could as well walk to the next school about three-quarters of a mile off. Immediately, several restored that the speaker had no children. A nine-year girl student, at that, came up and pleaded "Please don't take away the school and make us walk so far." Then there were several voices half of them wanting the school to be closed and the other half equally insisting that it should remain.

Clearly it was up to me to be tactful. I quieted the crowd and asked how the railings and the door happened to come there at all. It was not Government's doing. I was told that the Village Dramatic Club got them so that they could release and keep their equipment. A school was less preferred.

So said I, "you see we are not responsible. It would be easy to remove the school, but this trouble will be eliminated if you could find a building exclusively for the school". "Let the Government build one" said some. I replied "the Government has a scheme now. It will give Rs. 750 per room. You could find the rest through labour, material or cash. In the meanwhile I ask the teachers to allow worship at any time even if it interrupts school work and that the key should be left with a known person.

The party broke up with *status quo* maintained but evidently the villagers began to think quite a lot about it.

A few days later, one of the leaders of the village came up to the office and asked for details of the Government Scheme. He said he would bear the cost of one room. A few days later he came again and announced that a woman had donated a site. But he was still diffident.

The District Scout Commissioner called on me and offered to organise a 'Shramadan' Camp and let the scouts do what they could.

I called on the Deputy Commissioner and he assured me of all help. He, however, warned me about delaying matters by waiting for instructions from higher sources.

So the matters were set and an occasion of an inaugurating ceremony was got up.

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## NEWS FROM STATES

**MADRAS.** To make Primary Education in all Government, Aided and Privately-managed Schools completely free has been engaging the most earnest attention of the Government. There are 20,000 Elementary Schools in the State of which 9,000 are run by District Boards and other Local Bodies. Of the 11,000 Privately-managed Government Aided Schools, about 1,000 Schools, mostly concentrated in urban areas charged fees besides receiving Government aid. The others did not charge any fees at all.

The Government now propose to meet the entire cost. It was, however, open to private organisations to run schools with Government recognition but without grants. They could levy fees at reasonable rates. The syllabus in these schools would have to conform to that prescribed by Government.

**MYSORE.** *The Training Course in Library Service.* Under the Second Five-Year Plan, this course was held recently to train teachers in Senior Primary Schools. The main object was to 'make the 'school library' a 'living one'. As it is today, most of our libraries are mere store houses of books or we can say the "prison of books". The way in which they are administered is also one of the causes for the present deterioration of the academic standards.

In order to improve libraries, teachers from various schools have been given this training. A month back two batches were sent for training. One went to Bangalore and after a fortnight the second made its way to Mysore.

The batch at Mysore consisted of 15 members, from various parts of the State—mainly from Hassan, Coorg and South Kanara. The D.E.O., Mysore, was in charge of the Centre and the labour of training was shared between two stalwarts in that field. One was Sri. J. N. Krishna Iyengar, M. A., Dip.-Lib.-Sci., Assistant Librarian, Mysore University, and the other was Sri. H. R. Ramachandra Rao, B.A., Dip.-Lib.-Sci., Librarian, Maharaja College. Though the course was of a very short duration—just seven days—these

two eminent tutors did their best to make it a success.

The Maharaja's High School was the centre. Classes were run from 7-30 to 10 a.m. in the morning and 7 to 8-30 p.m. or 6 to 8-30 p.m. in the evening. In between the classes, the trainees were taken round, to many of the leading libraries in the city, such as, the College Library. The University Library, Public Library, the Children's Library, the University Publication Department, and the Oriental Research Institute.

Many points were discussed during the training and trainees were assured that their view-points would be implemented.

The most important among them are the following.

1. The period of training is too short. It would be much beneficial if the same is extended over a month.

2. The training should be during the vacations.

3. Instead of spending so much of money and time, for a small number of teachers, it would be beneficial, if the same is attached to the T.C.H. course. Thereby the trainees will have an ample of time to learn.

4. It would be of real encouragement, if a certain amount of remuneration be given to the teacher, who looks after the library work, in addition to his regular work.

5. Instead of attaching the 'librarianship' to a regular teacher, a separate hand be sanctioned to such of the schools as have large libraries. Thus, he will devote all his time towards making the School Library a 'living one'. The S.S.L.C. hands, if given a departmental chance to obtain a Diploma in Library Science and to serve as "Librarians" the main object of introducing their scheme will be best served.

6. The Librarian should have free hand in selecting books and building the library. He should be allowed to use his discretion fully and well. The Head Masters or the departmental officers should not force him to add to his collection the books which would be of no use to his school.

R. W. YESUDAS,



## BOOK REVIEWS

*Modern University Education in India.* By Major-General Bhatia. (The Indian Institute of World Culture, Bangalore-4.)

The learned Doctor surveys the development of University Education in India and recalls the several efforts made by private enterprise to establish institutions for higher learning. He has a word to compliment all those who have striven hard to put University Education on sound lines. He has also a warning to offer. Our Universities shall not give up these traditions and that cultural heritage of the land which have provided and are still providing moral and spiritual sustenance. The aim of Universities should be "to prepare men and women for the business of living by the inclusion of philosophical studies which deal with the conduct and the end of life". The contact between the teachers and the pupils has to be restored to a high level that used to exist in our ancient centres of learning. The idea of rural Universities is worth examining in this context.

In his concluding remarks he quotes Mr. Asquith and says, "keep always with you" the most enduring gift that a University can bestow—the company of great thoughts, the inspiration of great ideals, the example of great achievements and the consolation of great failures.

It is an address full of fervour, thought and suggestion.

D. VISWESWARAIYA.

*Our Souls' Need.* (Fourteenth Foundation Day Address delivered by B. P. Wadia, President, The Indian Institute of World Culture, Basavangudi, on 11-8-1958.) Pp. 10.

In one of the most illuminating addresses delivered on the floor of this mighty Institute of World Culture, the President has traced the "humanity's march of progress" in a simple style appealing to one and all. Unfolding the theme of "the cycle of necessity" in the progress of man he refers to "the one eternal self, the great self, the Mahat-Atman whose ray abides in the heart of each, and which is the Divine Self of every man". He points out that this great gift of the God is, in many cases, not used, much less appreciated. So the chief aim of all education is to take the human heart to understanding, the

human mind to right morality and the human hands to efficiency, accuracy, punctuality and purity.

The Ancient Philosophy offers a way of life. He has dwelt at great length on the Doctrine of Evolution, the characteristic of intelligence, the unique position and evolution in the human kingdom. The basic principles of this ancient Divine wisdom are (1) Everything existing exists from natural causes, (2) Virtue brings its own reward, vice and sin bring their own punishment, (3) the state of man in this world is probationary.

Universal brotherhood is the panacea and its practice will lead us to the life of understanding, of peace and of light.

D. VISWESWARAIYA.

*The Education Quarterly*, Vol. X, No. 38. (Published by the Ministry of Education, Government of India), June 1958. Annual subscription Rs. 8-00.

This is one of the outstanding and authoritative publications of the Ministry of Education dealing with issues that are vital to the practising teacher. This issue is devoted to the subject of examinations as interpreted and as viewed in different ways by the workers in the field.

Srimathi Muriel Wasi raises the issue whether examinations could be abolished and pleads for a combination of school records and examinations. Shri K. C. Khanna lays great emphasis on oral testing in schools. Srimathi Aysha Jacob wants all testing to be dynamic and a new relationship should be established between the schools and colleges if the examinations have to be more useful. Dr. Salamatullah advocates a change in the methods of imparting education and a change in the content of studies. Shri Sanyal says that our systems are very inadequate to test art of any other type of aesthetic sense in pupils. Premnath attaches a greater value for social experiences gained than for examinations. Several other educationists have expressed their thoughts on the subject.

Among the other features, it is interesting to read the news items in education today, and the reviews of some of the latest educational publications. The index to articles in the Indian educational journals adds to the usefulness of the Journal.

D. VISWESWARAIYA.



*The Practical English Teacher.* By W. Turner. (K. & J. Cooper, Educational Publishers, Bombay.) Pp. 100. Price Re. 0-75:

In this small booklet the author has produced a guide book of immense value to the teacher in Indian schools engaged in the teaching of English. In his lucid way, he has given several hints to make English teaching effective and intelligible to the pupils. He advocates the translation method in the early stages as most suitable and natural. Although some educationists have advocated a transfer to English thinking as well as English reading and speaking, it may not be possible to develop this technique with the average pupils of our ordinary crowded schools. One good feature of the present book is not to stress on any single method in the teaching of English, but a judicious use of all methods. The different methods are in no sense 'rivals'. The author has introduced a chapter 'games and devices' which must appear to every teacher as very pleasurable occupations which go to drill and stabilise the vocabulary of the pupils. The ideas given in the chapter are suggestive and may be multiplied to suit the several situations which a teacher normally meets in a class-room.

Three model lessons are included in the book and they add to the usefulness of the book.

This is a book to be read and practised by every teacher of English in our Elementary Schools.

D. VISWESWARAIYA.

*Teachers' College Journal*, 1958. (Published by the Principal, Teachers' College, Mysore.)

The University Teachers' College, Mysore, the pioneer teaching institution, has set up high standards of work, efficiency and organisation. One of the most popular institutions is the publication of an Annual. Not merely does it provide an opportunity for the trainees to express themselves by writing learned articles and notes, but it serves as a memento of their stay in the College. Sri. A. C. Deve Gowda, respected Principal, deserves all our congratulations for having raised this institution to a significant level of importance and prestige. The present Annual has outstepped the previous issues in the matter of content, get-up and richness of events.

May we wish all prosperity to the College and the alumni of this institution.

D. VISWESWARAIYA.

### Creative Assemblies

(Continued from page 227)

There is no place for this sort of creative activity with memorized lines, for the pattern has been firmly established by the playwright and deviations from it may throw an entire scene out of balance. Children love the freedom of playing in a scene which is constantly in a fluid state. They learn that like all true freedom they must be aware of their relationship to the scene as a whole. Gradually, there is an adjustment between characters, a balance and a straight line of thought from the beginning of the scene to the end.

No interpretation of creative assemblies would be complete without reference to the standards we set for ourselves. That any

assembly should have entertainment value is taken for granted, for this is the goal of all performers. When playing to a school audience, children, although they can be made to sit quietly, will make no effort to listen if they even suspect that the material being offered is dull.

If the assembly period is to be of lasting value, the theme chosen must open new horizons to both the participants and the listeners. Such a programme need not be dull. It is within the abilities of any class to give to their audience something to carry away with them, yet to so highlight this material with humour and human interest that the load is a light one.—*Courtesy, Players Magazine,*



## OUR ASSOCIATIONS

**GOVERNMENT HIGH SCHOOL AND THE SENIOR BASIC SCHOOL, NAPOKLU, COORG.**—The School Day of the Government High School and the Government Senior Basic School, Napoklu, was held recently with Sri. N. N. Gundu Rao, B.A., B.L. Deputy Secretary to the Minister for Agriculture and Forests, Mysore Government, in the chair. Sri. D. N. Krishnayya, the Head Master of the High School, welcomed the Chairman of the Day, the District Educational Officer and the other invitees and read the school report for the year embodying an account of the all-round activities of the School. Thereafter Mr. M. S. Shanthappa the Head Master of the Senior Basic School read the report of his School. In the course of his Presidential Speech, the Chairman cautioned the people assembled not to depend too much on their landed property but to take to education in right earnest to find out new avocations and suitable jobs to serve their individual tastes and aptitudes. He was glad of the progress made by the students and wanted them to become good citizens and to serve their State and India.

The other activities included sports, A.C.C. and N.C.C. Display, then P.T. demonstrations and distribution of prizes.

There was Bharatha Vachana by Sri. M. S. Ananthapadmanabha Rao, Forest Officer, Mercara, which was very much appreciated by the public. This was followed by dramas in English, Kannada and Hindi interspersed with dances in between the scenes. There was also an Exhibition of the drawings, paintings, knittiny and design work done by the students and their parents and a vegetable Show had also been organised. The variety entertainment at night was a great event.

The credit for the success of the School Day goes to Sri. D. N. Krishnayya, Head Master, and his band of able assistants.

**GOVERNMENT KANNADA BOYS MIDDLE SCHOOL, DODDABALLAPUR.**—The School Day of this School was held under the presidency of Sri. Sri Sivakumara Swamigalu. Sri. T. Siddalingaiya, ex-Education Minister of Mysore, distributed the prizes. Sri. N. Subba Rao, Acting Divisional D.D.P.I., opened the Exhibition and Sri. K. S.

Raja Iyengar. D.E.O., switched on the School Radio.

It was a pleasant function attended by the elite of the town.

The drama and the variety entertainment staged by the pupils were much appreciated.

**GOVERNMENT HIGHER SECONDARY SCHOOL AND THE GOVERNMENT URBAN BASIC SCHOOL, MERCARA.**—The Annual School Day celebrations of these schools under the distinguished presence of Sri. B. S. Kushalappa, marked the conclusion of a year's most successful work of these institutions. The sports events of the schools were conducted in the "Mann's Compound". The programme included a ceremonial parade, mass P.T., fancy dress competitions, exhibition and variety entertainments.

The function was very largely attended and the performance of the pupils in the varied activities was much appreciated.

The school deserves all congratulations.

**GOVERNMENT HIGH SCHOOL FOR BOYS, MALLESWARAM.**—The School Socials and Prize Distribution of the School was held under the Presidency of Sri. V. Venkatappa, Minister for Education, Government of Mysore. The organisation was mostly in the hands of Student Secretaries guided by a Teacher Secretary. Sri. M. C. Rangaswami Iyengar, Head Master, received the chief guest and the invitees and presented a report of work done in the school. In his learned speech the President exhorted the teachers and pupils on the good work done by them and stressed the value of education to build a new country and spoke about the part the students had to play towards this end.

The programme included fancy dress and display and a variety entertainment.

**K.L.E. SOCIETY PRIMARY TEACHERS' TRAINING COLLEGE, BELGAUM.**—The Annual Social Gathering of the College was held with great enthusiasm in the Lingaraj College premises under the distinguished presence of Sri. Patil Pullappa, Chief Editor of "Prapancha". Sri. B. G. Thuramari, Principal, received all the guests. The function was a great success.

**SEMINAR OF HIGH SCHOOL HEAD MASTERS AND GRADUATE TEACHERS OF BELLARY DISTRICT.**—The Seminar



was held in the premises of the Government Women's Training School building, Coal Bazaar, Bellary, under the Presidentship of Sri. M. D. Sivananjappa, Acting Deputy Commissioner, Bellary.

Sri. D. Rajagopalacharlu, Retired D.E.O., delivered the inaugural address and Sri. L. R. Seshu, District Educational Officer, Bellary, directed the Seminar.

The Seminar discussed several problems concerned with teaching in Secondary Schools and the syllabus. It is reported that the Seminar was greatly useful to the participants and several decisions of a constructive nature were adopted.

The participants evinced a great interest throughout the Seminar, which was hailed a unique event.

**NON-GAZETTED OFFICERS' ASSOCIATION, BHADRAVATI TALUK.**—At their

meeting held recently, *inter alia*, the following resolutions were passed:

*Resolved* that Government be requested to issue a direction to the managements of Municipal and other Aided High Schools to adopt the revised scales of pay and D.A. in full conformity with the Government Order FL. (B) No: 14034-14133/Bud. 119-56-3 of 25-1-1957 without giving any option to them to adopt the new scales of pay or not.

*Resolved* that Government be requested to sanction House rent allowance at an enhanced rate of 10% of the pay to all the officials working in this Industrial Town subject to a minimum of Rs. 5/- per mensem in view of the dearth for quarters.

*Resolved* that Government be requested to sanction D.A. at enhanced rates (i.e., at Bangalore level) to all non-Gazetted Officers working in this Town.

### News Relay and News Flash Programme in High Schools

(Continued from page 229)

is tied up with the good of others and if it has developed a strong urge in them for world peace. In this regard, our attempts have borne some useful results in shaping the all-round development of the pupils.

In conclusion, it may be added that ours is an humble attempt in this regard which is yet in its nascent stage and we hope to improve our methods with our own experience as well as with the experience of others in this field.

### Religious Education

(Continued from page 230)

Today we put the 'bread and butter theory' everywhere. Through the scientific achievements of the material world, we have conquered the sea and the air and all that inside the womb of this earth but have miserably failed to understand what humanity means: A man instead of thinking the other to be of the same blood, thinks otherwise. All this can only be avoided by giving religious education, not in the narrow sense, but in the broader sense of universal

brotherhood and humanitarian religious education.

To conclude, our aim of education should be to produce men and not tearing and devouring packs of wolves. The so-called civilized world talks so much about a millennium but the millennium is getting away further and further. It can only arrive through ways and means based on main principles of religion. Hence religion should not be done away with in our Educational Scheme.



## LETTERS TO THE EDITOR

### Pay Scales of Middle School Teachers

Sir,—I beg to submit herewith a memorandum of requests of a General Nature applicable to Middle School teachers, for your kind perusal, consideration and suitable recommendation.

As per Government Order No. FL. (B) 14034-14133/Bud. 119-56-3, dated 25th January 1957, the pay scales of Middle School teachers with S.S.L.C. qualification is Rs. 50—3—80—4—100 while in the case of Second Division clerks of the Department with the same minimum qualification is Rs. 50—3—80—4—120. Thus there has been a clearcut disparity between Second Divisional appointments of clerical and tutorial cadre, which has resulted in a sort of discontent amongst Middle School teachers as they are underrated with their counterparts in the clerical cadre. Further, the Second Divisional Middle School teachers have not only to pass the Departmental Proficiency Exa-

3. In this connection, it may be added that the post of Head Master of a Middle School is no less inferior to that of a First Divisional post in view of his greater responsibilities as per the details furnished below :

As a Drawing Officer and as the Head of an office he has to look to the financial accounts relating to drawals and disbursement, maintenance of service books, etc. He should be in full touch with the financial rules and procedure to safeguard against irregularities in drawing the salary, scholarships, etc. It is but a recognised fact that so far the drawing and accounting is concerned, the amount and nature of work entrusted to him is more or less of the same magnitude as in an Educational Range Office. His office work is very onerous and a full-time clerk needs to be posted. (Vide Statement).

#### *Work of Head Masters of Middle Schools in addition to their class-work*

General	Financial	Accounts and Registers
Supervision and General Administration over the Staff of the School Attending to Correspondence	Administration of Sports and R.R. Fund Drawing and Disbursement of Salaries and Scholarships, etc.	Maintenance of Service Books Accounts pertaining to the Collection of Fees and Administration of the Fund Registers and Accounts pertaining to Drawing and Disbursement Accounts pertaining to Practical Section Classes where there is one
Abstract of No. of Registers and Records to be maintained, <i>vide, Accounts Manual (1948 Edn.)</i>		
	(A) General Accounts	.. 14
	(B) Fee Accounts	.. 26
	(C) Practical Instruction Classes	.. 10
	Total ..	50

The number of Registers to be maintained is raised to 60 to 70 on account of implementation of Bhoodan, Social Service, etc., and also several other New Registers not found in the old *Accounts Manual* are to be maintained.

mination as in the case of a clerk, but have to undergo training course for a period of one year.

2. While the Second Divisional clerk has every scope for a promotion to the First Divisional cadre according to seniority, etc., the Middle School teachers are deprived of the same benefit and are to reach Rs. 100 only.

Further, this is perhaps the only post in the Department where the pay scale of the Head of an office and the subordinates is one and the same.

Thus the Head Master of a Middle School cannot enjoy a suitable status and position as the Head of an office and keep up administrative efficiency unless his pay-scales are higher than those of his assistants.

(Continued on page 244)



## EDUCATIONAL NOTES

### Educational Techniques and Adjustments

**I**NAUGURATING a Seminar on Research the systems of examination at the Osmania University recently, Mr. C. D. Deshmukh, Chairman of the University Grants Commission, emphasised that India's educational teachings and purposes as obtained today needed adjustment to meet new requirements of individual national development.

Great changes had recently taken place in political, social and economic life of the country. We stand at a significant point in the socio-economic development of Indian society. In this context purposeful planning has been imperative in every important sphere of national activity.

The examination of the educational system was a part of a process of earnest assessment of national goals and targets of achievement. It would be necessary, in other words, to reconsider the purposes of education and clarify the objectives to be aimed at.

Out of this evaluation, had emerged the recognition of the interrelationship of educational experiences, learning experiences and evaluation techniques.

Therefore, it was high time for evolving fair and efficient methods of evaluation. Some progress in this direction had been made in the field of Secondary Education, he added.

The University Grants Commission like every other responsible educational authority was convinced that reform in the field of examinations had become overdue. As a result of considerable discussion in many countries during the last 30 years on the question of reforming the examination system, the field of controversy had considerably narrowed and a body of basic principles acceptable to most educationists would appear to have emerged. In several countries many programmes of improvement of the examination system were already under way.

It was however essential that each country should formulate its own programme of reform. While each of these was bound to bear a family resemblance to the body of basic principles in the matter, specific steps to be taken to meet the situation in each country would necessarily differ because the educational system in different countries varied according to their historical development and the values upheld by them.

### Student Personnel Service

**T**HE management of the varied phases of student life outside the class-room has become a major enterprise in most colleges and universities. The development of so-called "student personnel service" has been one of the striking phenomena of higher education in the United States during the past three decades. Increasingly, institutions are providing specially trained people to look after such functions. These include full-time counsellors of students (on both personal and academic problems), deans of men, deans of women, dormitory supervisors, religious counsellors, directors of student social activities, school nurses and doctors, directors of recreation, and people to help students secure part-time employment while attending college and full-time employment on graduation.

What is the range of student academic interests? A survey conducted by the U.S.

Office of Education in 1956 shows that of over 300,000 degrees granted during that year, the order of major preference was as follows:

Education	.. 70,616
Business and Commerce	.. 42,195
Social Sciences	.. 40,313
Engineering	.. 26,312
Health Professions	.. 22,379
English and Journalism	.. 16,842
Biological Sciences	.. 12,566
Fine and Applied Arts	.. 11,214
Physical Sciences	.. 11,672
Law	.. 8,285
Psychology	.. 5,665
Agriculture	.. 5,141
Home Economics	.. 4,708
Mathematics	.. 4,660
Religion	.. 4,397
Modern Foreign Languages	.. 3,322
Philosophy	.. 2,668



## ಗುರು ಶಿಷ್ಯ ಸಂಬಂಧ

ಶ್ರೀ ಸೈ. ಕೆ. ತಿಮ್ಮರಸಯ್ಯ, ಶಿವಮೊಗ್ಗ

ಪುರಾತನ ಸಂಸ್ಕೃತಿ ನಮಗೆ ಇಂದಿಗೂ ಗುರುಸ್ಥಾನ ಎಲ್ಲಕ್ಕೂ ಮಿಗಿಲು ಎಂದೂ, ಗುರುವೇ ತ್ರಿಮೂರ್ತಿಸ್ವರೂಪರೆಂದೂ ಹೇಳುತ್ತಿದೆ. ಇದನ್ನೇ ದಾಸಪಂಥದವರೂ ಕೂಡ ನಂಬಿ ಮಧ್ಯ, ಶಂಕರ, ರಾಮಾನುಜ ಮುಂತಾದ ಆಯಾ ಮತದ ಮೂಲ ಗುರುಗಳನ್ನು ಹಾಡಿ ಹೊಗಳಿ ಅವರ ಅನುಗ್ರಹವನ್ನು ಸಂಪಾದಿಸಿದರು. ಪುರಂದರದಾಸರು ಒಂದು ಕಡೆ “ಗುರುವಿನ ಗುಲಾಮನಾಗುವತನಕ ದೊರೆಯದು ಮುಕುತಿ ಕಣ್ಣು ||” ಎಂದು ಹೇಳಿದ್ದಾರೆ. ನಮಗೆ ಹಿಂದಿನ ಚರಿತ್ರೆ, ಕತೆಗಳಿಂದಲೂ ಈ ಗುರುವಿನ ಅನುಗ್ರಹಕ್ಕಾಗಿ ನಮ್ಮವರು ಪಟ್ಟಪಾಡು ವೇದ್ಯವಾಗಿರುತ್ತದೆ. ಗುರುವಿನ ಸಂಪೂರ್ಣ ಕೃಪಾಕಟಾಕ್ಷವನ್ನು ಪಡೆಯುವುದೇ ಹಿಂದಿನ ಶಿಕ್ಷಣದ ಮೂಲವಾಗಿತ್ತೆಂದು ನಮಗೆ ಅನೇಕ ಪುರಾಣದ ಕತೆಗಳಿಂದ ವೇದ್ಯವಾಗುತ್ತದೆ. ಇದಕ್ಕಾಗಿಯೇ ಹಿಂದೆ ಗುರುಕುಲಗಳು ಸ್ಥಾಪಿತವಾಗಿದ್ದವು. ಒಮ್ಮೆ ಗುರುಕುಲಕ್ಕೆ ಕಾಲಿಟ್ಟ ವಿದ್ಯಾರ್ಥಿಯು (ಶಿಷ್ಯ) ತನ್ನ ಸಂಪೂರ್ಣ ವ್ಯಾಸಂಗವನ್ನು ಪೂರೈಸಿ, ಗುರುಕಾಣಿಕೆಯನ್ನು ಅರ್ಪಿಸಿ ತನ್ನ ಮನೆಗೆ ಬರುವ ಪದ್ಧತಿಯಿತ್ತು. ಗುರುಕುಲದಲ್ಲಿ ಆಚಾರಸಂಪ್ರದಾಯರಾಗಿದ್ದು ಕೊಂಡು ಕಾಲ ಕಾಲಕ್ಕೆ ಅನುಷ್ಠಾನ, ಜಪಧ್ಯಾನ ಹಾಗೂ ವ್ಯಾಸಂಗ ಗುರುಶುಶ್ರೂಷೆ ಮುಂತಾದವುಗಳಲ್ಲಿ ನಿರತರಾಗಿ ಬ್ರಹ್ಮಚರ್ಯವನ್ನು ಕಾಪಾಡಿಕೊಂಡಿದ್ದು ಗುರು ಅನುಗ್ರಹವಾದ ನಂತರವೇ ವಿವಾಹಕ್ಕೆ ಸಮ್ಮತಿಸುತ್ತಿದ್ದರು. ಗುರುಗಳೂ ತಪೋನಿಷ್ಠರಾಗಿದ್ದು ಕೊಂಡು ತಮ್ಮ ಆತ್ಮಶಕ್ತಿಯಿಂದಲೇ ಶಿಷ್ಯರನ್ನು ಅನುಗ್ರಹಿಸುವ ಶಕ್ತಿಯನ್ನು ಹೊಂದಿದವರಾಗಿರುತ್ತಿದ್ದರು. ಇವಿಷ್ಟು ನಮಗೆ ಹಿಂದಿನ ಗುರುಕುಲ ಮಾದರಿಯ ಚಿತ್ರವನ್ನು ತೋರಿಸುತ್ತವೆ. ಆದರೆ ಕಾಲ ಕಾಲಕ್ಕೆ ನಾಗರಿಕತೆಯ ಪ್ರಭಾವದ ಹರಡುವಿಕೆಯಿಂದ ಇಂದು ಗುರುಕುಲ ಪದ್ಧತಿಯನ್ನು ಅನುಸರಿಸಲು ಸಾಧ್ಯವಾಗಲಾರದು. ಗುರು ಶಿಷ್ಯರ ಸಂಬಂಧವು ಹಿಂದಿನ ಗುರುಕುಲ ಪದ್ಧತಿಯಂತಿರಲು ಅನೇಕ ಕಾರಣಗಳಿಂದ ಸಲ್ಲದೂ ಆಗಿದೆ. ಹಿಂದೆ ಗುರುವು ಶಿಷ್ಯನ ಪರೀಕ್ಷಾರ್ಥವಾಗಿ ಅನೇಕ ಕಷ್ಟಸಾಧ್ಯವಾದ ಕೆಲಸಗಳನ್ನು ನಿಯಮಿಸಿ ಅವುಗಳಲ್ಲೆಲ್ಲಾ ಜಯಿಸಿದ ಶಿಷ್ಯನಿಗೆ ಅನುಗ್ರಹಿಸಿಬಿಡುತ್ತಿದ್ದರು. ಇದು ಇಂದು ಸಾಧ್ಯವೇ? ಆದರೂ ಗುರುಕುಲ ಪದ್ಧತಿಯಲ್ಲಿ ನಮಗೆ ಕಂಡುಬರುವ ಕೆಲವು ಉಪಯುಕ್ತ ಆಚರಣೆಗಳನ್ನು ಜಾರಿಗೆ ತಂದಲ್ಲಿ ನಮ್ಮ ಶಿಷ್ಯವರ್ಗವೂ

ಉದ್ಧಾರವಾದೀತು. ನಮ್ಮ ಇಂದಿನ ಶಿಕ್ಷಣಪದ್ಧತಿಯಲ್ಲಿ ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ವಿಪರೀತವಾಗಿ ಅಶಿಸ್ತು ಬೆಳೆದಿದೆ ಎಂಬ ಸಾರ್ವತ್ರಿಕ ಕೂಗು ಎಲ್ಲೆಡೆಗೂ ಕೇಳಿಸುತ್ತಿದೆ. ಆದರೆ ಅದರ ಹಿಂದೆ ಇರುವ ಅನೇಕ ಪ್ರಬಲಕಾರಣಗಳಿಗೆ ಮದ್ದು ಕಂಡುಹಿಡಿಯದೆ ಇದ್ದರೆ ಈ ರೋಗ ವಾಸಿಯಾಗುವ ಸೂಚನೆ ಕಂಡುಬರುವಂತಿಲ್ಲ. ಬೆಂಕಿಯಿರುವ ಕಡೆ ಹೊಗೆ ಎಳುವುದು ಸಹಜವಾಗಿರುವಂತೆ ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಅಶಿಸ್ತು ಮೂಡುವುದು ಸ್ವಾಭಾವಿಕವೇ. ಮಕ್ಕಳು ಚಾಂಚಲ್ಯ ಸ್ವಭಾವವುಳ್ಳವರು, ಜೊತೆಗೆ ಅವರಿಗೆ ಜೇಷ್ಠಯೂ ಒಂದು ಲಭ್ಯವಾದ ಗುಣ. ಈ ಜೇಷ್ಠಯು ಮುಖಂಡತ್ವ ವಿಲ್ಲದಿದ್ದರೆ ಪ್ರಬಲಿಸಲು ಅವಕಾಶವಿದೆ. ಸರಿಯಾದ ಮುಖಂಡನ ಅಗತ್ಯತೆ ಈ ಶಿಷ್ಯಕೂಟಕ್ಕೆ ಬೇಕೇ ಬೇಕು. ಆ ಮುಖಂಡನಿಗೆ ಕಟ್ಟುಪಾಡುಗಳು ಬೆನ್ನುಹತ್ತದೆ ಶಿಷ್ಯರ ಎಳಿಗೆಯೇ ತನ್ನ ಗುರಿಯೆಂಬ ಸರ್ವಸ್ವ ತಂತ್ರವಿರಬೇಕು. ಇಂದಿನ ಶಿಷ್ಯವೃಂದದಲ್ಲಿ ಅಶಿಸ್ತು ಬೆಳೆಯಲು ಇರುವ ತೊಂದರೆಗಳಲ್ಲಿ ಈ ಕಟ್ಟುಪಾಡು (ಕಾನೂನು) ಒಂದಾಗಿರುತ್ತದೆ. ಕಾನೂನಿನ ಚೌಕಟ್ಟಿನಲ್ಲಿ ಗುರು ಶಿಷ್ಯ ವರ್ಗ ಸೇರಿಕೊಂಡು ಬೆಳೆಯುವ ಸಂದರ್ಭದಲ್ಲಿ ಅಶಿಸ್ತು ಜನಿಸುವುದು ಸ್ವಾಭಾವಿಕವೇ. ಪೂಜ್ಯ ವಿನೋಬಾಬಾಬೇಯವರು ತಮ್ಮ ಪ್ರವಚನ ಕಾಲದಲ್ಲಿ ಶಿಕ್ಷಣಕ್ಷೇತ್ರವು ಕಾನೂನುಗಳಿಂದ ಬಂಧಿತವಾಗಬಾರದೆಂದು ಅಭಿಪ್ರಾಯಪಟ್ಟಿರುತ್ತಾರೆ. ಇಂದಿನ ಗುರು ಶಿಷ್ಯ ಸಂಬಂಧದ ಬೆಸಗೆಯು ಅಷ್ಟೊಂದು ಸಮರ್ಪಕವಾಗದಿರುವುದಕ್ಕೆ ಮತ್ತೊಂದು ಪ್ರಬಲ ಕಾರಣವೆಂದರೆ, ಇಂದಿನ ಶಾಲೆಗಳಲ್ಲಿ ನೂಕು ನುಗ್ಗಲಿನ ಪರಿಸ್ಥಿತಿ. ಪ್ರಕೃತ ಲೇಖನದಲ್ಲಿ ಗುರು ಶಿಷ್ಯ ಸಂಬಂಧವಿಲ್ಲದಕಾರಣ, ಶಿಕ್ಷಣದಲ್ಲಿ ಉತ್ಸಾಹವಿಲ್ಲದಿರುವಿಕೆ, ಗುರುವಿನ ಅಸಮಾಧಾನತೆ, ಇವೆಲ್ಲ ಉದ್ಯಮದ ಕಾರಣಗಳಿಂದ ಅಶಿಸ್ತು ಪ್ರಾಪ್ತಿಯಾಗುವ ಬಗೆಯನ್ನು ಕುರಿತು ಚಿಂತಿಸುವುದೇ ಆಗಿರುತ್ತದೆ.

ಹಿಂದೆ ನಮ್ಮ ದೇಶದಲ್ಲಿ ಪ್ರಜಾಸಂಖ್ಯೆಯು ಈಗಿನಷ್ಟು ಇರಲಿಲ್ಲ. ಅದಕ್ಕನುಗುಣವಾಗಿ ಶಾಲೆಗಳೂ ಇಂದಿನಷ್ಟು ಸಂಖ್ಯೆಯಲ್ಲಿರಲಿಲ್ಲ. ಆದರೆ ಇಂದು ಜನಸಂಖ್ಯೆ ಒಂದಕ್ಕೆ ಎರಡರಷ್ಟಾಗಿದ್ದು ಪ್ರತಿಯೊಂದು ಹಳ್ಳಿಹಳ್ಳಿಗೂ ನಾಲ್ಕು ಮೈಲು, ಐದು ಮೈಲು ಅಂತರಕ್ಕೂ ಶಾಲೆಗಳು ಸ್ಥಾಪಿಸಲ್ಪಟ್ಟಿವೆ. ಶಾಲೆಗಳ ಅವಶ್ಯಕತೆಗೆ ಮಕ್ಕಳೂ ಹೆಚ್ಚಿರುತ್ತಾರೆ. ಇಷ್ಟಾದರೂ ಕೂಡ ನಮ್ಮ ಇಂದಿನ ಶಾಲೆಗಳಲ್ಲಿ



ಮಕ್ಕಳ ಸಂಖ್ಯೆ ವಿಪರೀತವಾಗಿದ್ದು ಸ್ಥಳಸಂಕೋಚವಾಗುತ್ತಿದೆ! ಒಂದೊಂದು ತರಗತಿಯಲ್ಲೂ ೪೦ ರಿಂದ ೬೦ ರ ಮೇಲಕ್ಕೂ ಹೆಚ್ಚಿದ ಬಾಲಕರ ಸಂಖ್ಯೆಯು ಸಾಮಾನ್ಯವಾಗಿದೆ. ಶಾಲೆಯೆಂಬ ಪದಕ್ಕೆ ಕೂಡುವ ಸ್ಥಳವೆಂದು ಅರ್ಥವಿದೆ. ಹಿಂದೆ ಗಜಶಾಲೆ, ಅಶ್ವಶಾಲೆ, ಗೋಶಾಲೆ ಎಂದು ಕರೆಯುವ ವಾಡಿಕೆಯಿರಲಿಲ್ಲವೆ? ಅಂತೆಯೇ ಶಾಲೆಯಲ್ಲಿ ಇಂದು ಮಕ್ಕಳನ್ನು ಕೂಡುವುದಾಗಿರುತ್ತದೆ. ಎಲ್ಲ ಮಕ್ಕಳಿಗೂ ಕೂರಲು ಸರಿಯಾದ ಆಸನವ್ಯವಸ್ಥೆಯಿಲ್ಲ, ಗಾಳಿ ಬೆಳಕಿನ ಅಭಾವ ಇತ್ಯಾದಿ ತೊಂದರೆಗಳಿವೆ. ಇದರಿಂದ ನಮ್ಮ ಗುರುಕುಲ ಪದ್ಧತಿಯಂತೆ ವಿಶಾಲವಾದ ಮರದ ಕೆಳಗೆ ಶಾಲೆಗಳನ್ನು ನಡೆಸುವುದು ಯೋಗ್ಯವೆನಿಸಬಹುದು. ಆದರೆ ಇದಕ್ಕೆ ಕಾನೂನಿನ ಭಯವಿದೆ. ಇಂದು ಮಕ್ಕಳಿಗೆ ಸ್ಕೂಲುಫೀಜು ಕೊಡುತ್ತಿರುವ ಪೋಷಕವರ್ಗದವರು ಈ ಪದ್ಧತಿಗೆ ತಮ್ಮ ಒಪ್ಪಿಗೆಯಾಯಬೇಕು. ಹೀಗೆ ಹಲವಾರು ಸಮಸ್ಯೆಗಳಿವೆ. ನಾಲ್ಕುಗೋಡೆಯ ಮಧ್ಯದಲ್ಲಿ ಈ ತುಂಬಿದ ತರಗತಿಯ ಮಕ್ಕಳು ಬೆಳಗಿನಕಾಲದಿಂದ ಸಂಜೆ ಹೊತ್ತಿನವರೆಗೂ ಕುಳಿತಿದ್ದು ಪಾಠ ಕಲಿಯಬೇಕು. ಅವರ ಮನಸ್ಸು ಮೊದಲೇ ಚಾಂಚಲ್ಯ, ಅದರಲ್ಲೂ ಈ ಒಟ್ಟಿಗೆ ಕುಳಿತು ಬೇಸರವಾದ ಮನಸ್ಸಿಗೆ ಹೇಳುವ ಪಾಠವಾದರೂ ಹೇಗೆ ಹಿಡಿಸಿತು? ಇದನ್ನು ಬೋಧಕರು ಅನುಭವಿಸಿದರೂ ಪರಿಹಾರಕ್ಕೆ ಅವರು ಮಾರ್ಗವನ್ನು ಕಂಡುಹಿಡಿಯಲಾರದವರಾಗಿರುತ್ತಾರೆ. ಹಿಂದೆ ನಮ್ಮ ಶಾಲೆಗಳಲ್ಲಿ ಒಂದು ತರಗತಿಯಲ್ಲಿ ಕೇವಲ ಹತ್ತಾರು ಮಕ್ಕಳಿರುತ್ತಿದ್ದರು. ಮಕ್ಕಳು ವಿರಳವಾಗಿ ಕುಳಿತು ಹಕ್ಕಿಗಳಂತೆ ಹರ್ಷಚಿತ್ತರಾಗಿ ಉಪಾಧ್ಯಾಯರ ಪಾಠಗಳನ್ನೇ ಗ್ರಹಿಸುವುದರಲ್ಲಿ ನಿರತರಾಗಿರುತ್ತಿದ್ದರು. ಈಗಲಾದರೋ ಒಂದೆಡೆ ಹಲವಾರು ಗುಣಗಳ ಏಕೀಕರಣವಾಗಿ ಮೊದಲು ಅವರನ್ನು ಸಮಾಧಾನಸ್ಥಿತಿಗೆ ತಂದು ಕೂರಿಸುವುದೇ ಒಂದು ಪ್ರಧಾನ ಉದ್ಯೋಗ. ಪ್ರಾಥಮಿಕ-ಮಾಧ್ಯಮಿಕ ಶಾಲಾ ಮಕ್ಕಳು ಕಾಲೇಜು ಮಕ್ಕಳಂತೆ ಗಂಭೀರವಾಗಿ ತಮ್ಮ ಕರ್ತವ್ಯ ನಿರ್ವಹಿಸುತ್ತಾರೆಂಬುದು ಸುಳ್ಳು. ಜೇಷ್ಠೆಯ ಮನೋಪ್ರವೃತ್ತಿಯ ಮಕ್ಕಳು ಒಂದು ಕಡೆ ಸೇರಿದಾಗ ಸಾಮಾನ್ಯವಾಗಿ ಅದು ಪ್ರಬಲಗೊಳ್ಳುವುದು ಸ್ವಾಭಾವಿಕವೇ. ಅದಕ್ಕಾಗಿ ಅವರ ಗಮನವನ್ನು ಒಂದೆಡೆ ಇರಿಸುವುದು ಸಾಧ್ಯವಿಲ್ಲ. ಇದಕ್ಕೆ ಮಾರ್ಗವೆಂದರೆ ಶಾಲೆಯ ತರಗತಿಯಲ್ಲಿ ಮಕ್ಕಳ ಸಂಖ್ಯೆಯು ಏರದಂತೆ ತಡೆಹಾಕುವುದೇ ಮಾರ್ಗ. ತರಗತಿಯ ಎಲ್ಲ ಮಕ್ಕಳ ಅಭಿವೃದ್ಧಿಯನ್ನು ಗಮನಿಸಲು ಅಲ್ಪಸಂಖ್ಯೆಯ ಮಕ್ಕಳು ಇರುವುದು ಯೋಗ್ಯವಾಗಿರುತ್ತದೆ. ೫೦ ರಿಂದ ೬೦ ಜನ

ಮಕ್ಕಳನ್ನು ಪ್ರತಿಯೊಬ್ಬನ ಅಭಿವೃದ್ಧಿಯನ್ನೂ ಕೇವಲ ೪೫ ನಿಮಿಷಗಳ ಅವಧಿಯಲ್ಲಿ ಪರೀಕ್ಷಿಸುವುದು ಕೇವಲ ಕಾಲ್ಪನಿಕವೇ ಸರಿ. ಈ ಸಂಖ್ಯಾಬಲವುಳ್ಳ ತರಗತಿಗಳ ಬಾಲಕರು ಕ್ರಮೇಣ ಉಪಾಧ್ಯಾಯರ ಉದಾಸೀನಕ್ಕೆ ಪಾತ್ರರಾಗಿ ಅಶಿಸ್ತಿಗೆ ಕಾರಣರಾಗುತ್ತಾರೆ. ತರಗತಿಯಲ್ಲಿ ಬಾಲಕರ ವೈಯಕ್ತಿಕ ಪರಿಚಯಕ್ಕೆ ಅವಕಾಶವಿಲ್ಲದೆ ಉಪಾಧ್ಯಾಯರುಗಳ ನಿಗಾ ಬಾಲಕರ ಮೇಲೆ ತಪ್ಪುತ್ತದೆ. ಉತ್ತಮ ಶಿಕ್ಷಣಕ್ಕೆ ಪ್ರಧಾನವಾಗಿ ಗುರು ಶಿಷ್ಯ ಸಂಬಂಧವಿರುವುದೇ ಪ್ರಥಮ ಪಾಠ. ತರಗತಿಯಲ್ಲಿ ೬೦ ಮಂದಿ ವಿದ್ಯಾರ್ಥಿಗಳ ಪರಿಚಯವಾಗಲಿ, ಅವರ ಅಭಿವೃದ್ಧಿ, ಗುಣದೋಷ, ವಿಕಸನ ಮುಂತಾದವುಗಳನ್ನು ಅರಿಯಲು ಸಾಧ್ಯವಾಗಲಾರದು. ಶಿಕ್ಷಣದ ಮಟ್ಟ ಹಿಂದಿನಷ್ಟು ಈಗಿಲ್ಲವಾಗಿರುವುದಕ್ಕೆ ಇದು ಕಾರಣವಾಗಿದೆ. ಹಿಂದೆ ಪ್ರತಿ ಬಾಲಕನನ್ನೂ ಪರೀಕ್ಷಿಸಿ ಅವನ ಪ್ರಗತಿಯತ್ತ ಬೋಧಕನು ಶ್ರಮಿಸಿ ಅವನ ಡೊಂಕನ್ನು ನೇರಪಡಿಸುವುದರಲ್ಲಿ ತೊಡಗುತ್ತಿದ್ದನು. ಈಗ ಇದು ಸಾಧ್ಯವಾಗದು. ಹೆಚ್ಚು ಸಂಖ್ಯೆಯಲ್ಲಿ ಒಂದೆಡೆ ಸೇರಿದ ಈ ಬಾಲಕರು ಉಪಾಧ್ಯಾಯರು ಇರುವಷ್ಟುಹೊತ್ತು ತಮ್ಮ ಕರ್ತವ್ಯದಲ್ಲಿ ತೊಡಗಿರುವಂತೆ ನಟಿಸಿ ಕಾಲ ತಳ್ಳುತ್ತಾರೆ. ಹೆಚ್ಚು ಬಾಲಕರಿರುವ ಇಂಥಾ ತರಗತಿಗಳಲ್ಲಿ ಸ್ವಯಂಪ್ರತಿಭೆಗೆ ಅವಕಾಶವಿಲ್ಲದೆ ಇಕ್ಕಟ್ಟಾಗಿ ಕುಳಿತ ಅಕ್ಕಪಕ್ಕದವರನ್ನು ನೋಡಿ ಕಾಸಿ ಮಾಡುವ ಕೆಟ್ಟ ಅಭ್ಯಾಸ ತಾನಾಗಿಯೇ ಬೆಳೆಯುತ್ತದೆ. ಉಪಾಧ್ಯಾಯರು ತರಗತಿಯ ಎಲ್ಲಾ ಬಾಲಕರ ಮುನ್ನಡೆಯನ್ನು ಪರೀಕ್ಷಿಸಲು ತನಗೆ ಕೊಟ್ಟಿರುವ ೪೫ ನಿಮಿಷಗಳು ಸಾಲದು. ಕೇವಲ ಹತ್ತೆಂಟು ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಗಮನಿಸುತ್ತಿರುವಾಗಲೇ ಗಂಟೆಯಾಗುತ್ತದೆ. ಉಳಿದ ಬಾಲಕರು ಹಾಗೆಯೇ ತಲೆಮರೆಸಿಕೊಳ್ಳುವುದು ಜಾಸ್ತಿ. ಹೇಗೂ ಇಷ್ಟೊಂದು ಸಂಖ್ಯೆಯನ್ನು ಪರೀಕ್ಷಿಸಲು ಸಾಧ್ಯವಿಲ್ಲವೆಂಬ ಭಾವ ಅವರಲ್ಲೂ ಬರುವುದು ಸಹಜ. ಮತ್ತೊಂದು ಮುಖ್ಯವಾದ ತೊಂದರೆಯೆಂದರೆ ಎರಡು ತರಗತಿಗಳನ್ನೂ ಕೂಡಿಸಿ ಒಂದು ಕಡೆ ಸೇರಿಸಿ ಪಾಠ ಹೇಳುವುದು. ಇದಕ್ಕೆ ಸಂಯುಕ್ತ ತರಗತಿ (Combind class) ಎಂದು ಕರೆಯುತ್ತಾರೆ. ಒಂದು ತರಗತಿಯ ೬೦ ಬಾಲಕರು ಕೂಡುವುದೇ ಸಾಧ್ಯವಿಲ್ಲದಿರುವಾಗ ಅವರ ಕೂಡ ಮತ್ತೊಂದು ೬೦ ಜನ ವಿದ್ಯಾರ್ಥಿಗಳು ಸೇರಿ ಮಹಾಸಂತೆಯಾಗುವುದು. ಈ ತರಗತಿಯನ್ನು ತನ್ನ ಹತೋಟಿಗೆ ತಂದುಕೊಂಡು ಎರಡು ತರಗತಿಯ ಬಾಲಕರಿಗೂ ಹಿಡಿಸುವಂಥಾ ಯಾವುದಾದರೂ ಒಂದು ಪಾಠವನ್ನು ಮಾಡಬೇಕಾಗಿರುತ್ತದೆ. ಈ ಸಂದರ್ಭದಲ್ಲಿ ಬಾಲಕರ ಅಶಿಸ್ತಿಗೆ ಉತ್ತೇಜನವಿತ್ತು,



ಬೆಳೆಸಿದಂತೆಯೇ ಆಗುವುದು. ಕಾರಣ ಆ ಉಪಾಧ್ಯಾಯನು ಹೊಸದಾಗಿ ಬಂದು ಕೂಡಿಕೊಂಡ ತರಗತಿಗೆ ಯಾವ ಪಾಠಕ್ಕೂ ನಿಯಮಿತನಾಗಿಲ್ಲದಿರುವ ಪ್ರಯುಕ್ತ ಆ ಬಾಲಕರ ಪರಿಚಯ ಸಾಲದೆ, ಬಾಲಕರಿಗೆ ಇವರ ಪರಿಚಯವೂ ಸಾಲದಾಗುತ್ತದೆ. ಇತ್ತ ಹಳೆಯ ತರಗತಿಯ ಬಾಲಕರು ತಮ್ಮ ದೈನಂದಿನ ಪಾಠವನ್ನೂ ಕಳೆದುಕೊಳ್ಳಬಹುದು. (ಒಂದು ತರಗತಿಗೆ ಗಣಿತವಾದಲ್ಲಿ ಮತ್ತೊಂದಕ್ಕೆ ಚರಿತ್ರೆಯಿರಬಹುದು!) ಹೀಗೆ ಉಪಾಧ್ಯಾಯರು ಅನಿವಾರ್ಯ ಪ್ರಸಂಗದಲ್ಲಿ ರಜದ ಮೇಲೆ ಹೋಗುವ ಸಂದರ್ಭದಲ್ಲಿ ಆ ತರಗತಿಯು ಮತ್ತೊಂದು ತರಗತಿಯ ಸಂಗಡ ಕೂಡುವಿಕೆ ಸಾಮಾನ್ಯವಾಗಿ ಇಂಥಾ ದೊಡ್ಡ ಶಾಲೆಯಲ್ಲಿ ಹೇರಳ. ಇದರಿಂದಾಗಿ ಬಾಲಕರ ಪ್ರಗತಿಗೆ ಅಡಚಣೆಯುಂಟಾಗದಿತ್ತು. ಪ್ರೌಢಶಾಲೆಗಳಲ್ಲಿ ಈ ರೀತಿಯಿಲ್ಲದೆ ನಿಯಮಿತ ಪಾಠದ ಬೋಧಕರು ರಜಾ ಹೋದಲ್ಲಿ ಆ ತರಗತಿಗೆ ಬಿಡುವು ಬಿಡುತ್ತಾರೆ. ಮಾಧ್ಯಮಿಕ-ಪ್ರಾಥಮಿಕ ಬೋಧಕರು ಎಲ್ಲ ವಿಷಯಗಳನ್ನೂ ಬೋಧಿಸಬೇಕಾಗಿರುವ ಪ್ರಯುಕ್ತ ಈ ಸಂಯುಕ್ತ ತರಗತಿಗಳು ಏರ್ಪಡಬೇಕಾಗಿರುತ್ತದೆ. ಪ್ರಕೃತ ಮೇಲೆ ಹೇಳಿದ ಮಿಕ್ಕ ಸಂಖ್ಯೆಯ ಬಾಲಕರಿಂದ ಅಷ್ಟಾಗಿ ಗುರು ಶಿಷ್ಯ ಸಂಬಂಧ ಬೆಳೆಯಲಾರದು. ಉಪಾಧ್ಯಾಯರಿಗೂ ಕೂಡ ಈ ತುಂಬಿದ ತರಗತಿಯ ಮಕ್ಕಳ ಬಗ್ಗೆ ಪರಿಚಯ ಸಾಲದೆ ಜಿಗುಪ್ಸೆಯಾಗುವುದು. ಹಿಂದಿನ ಗುರುಕುಲದಲ್ಲಿ ಶಿಷ್ಯರ ಸಂಖ್ಯೆ ಕೇವಲ ೩ ರಿಂದ ೬ ರ ವರೆಗೆ ಮಾತ್ರವಿರುತ್ತಿತ್ತು. ಅವರ ಇಚ್ಛಾಪ್ರವೃತ್ತಿಯನ್ನು ಅರಿತು ವಿದ್ಯಾಭ್ಯಾಸ ಮಾಡಿಸುತ್ತಿದ್ದರು. ಪ್ರತಿಯೊಬ್ಬ ಶಿಷ್ಯನ ನಡೆನುಡಿಗಳನ್ನು ಪರಿಶೀಲಿಸಿ ಅವನ ಅಭ್ಯುದಯವನ್ನು ಬಯಸುತ್ತಿದ್ದರು. ಈಗಲಾದರೋ ಅವನಿಗೆ ಗಮನವಿರಲಿ ಗಮನವಿಲ್ಲದಿರಲಿ ಕಾಲಪಟ್ಟಿಯ ಕ್ರಮದಂತೆ ಪಾಠಗಳನ್ನು ತುಂಬಲೇಬೇಕು. ಅವನು ಆ ಪಾಠದಲ್ಲಿ ಮುಂದುವರಿದರೆ ಸಂತೋಷವೇ ಸರಿ, ಹಿಂದೆ ಬಿದ್ದಿರಂತೂ ಅವನ ಪಾಪವೇ ಸರಿ! ಅವನ ಒಬ್ಬನ ಗಮನಕ್ಕಿಂತ ಮಿಕ್ಕ ಬಾಲಕರ ಪಾಠದ ಗಮನ ಅಗತ್ಯವಿರುತ್ತದೆ. ಹಾಗೂ ಉಪಾಧ್ಯಾಯರು ತಾವು ಮಾಡಿ ಮುಗಿಸಬೇಕಾದ ಗೊತ್ತಾದ ಪಾಠಗಳಿರುತ್ತವೆ! ಇಂಥಾ ಪರಿಸ್ಥಿತಿಯಿರುವಾಗ ಶಿಷ್ಯರಲ್ಲಿ ಗುರುವಾತ್ಸಲ್ಯ ಸಾಮಾನ್ಯವಾಗಿ ತಪ್ಪುವುದು ಸಹಜವಾಗುತ್ತದೆ. ಸಾಮಾನ್ಯವಾಗಿ ಒಂದು ತರಗತಿಯಲ್ಲಿ ೧೫ ರಿಂದ ೨೦ ಬಾಲಕರು ಮಾತ್ರವೇ ಕೂಡಲು ಅವಕಾಶ ವಿರಬೇಕು. ಒಂದೇ ತರಗತಿಯ ಬಾಲಕರು ಹೆಚ್ಚಿದ್ದರೆ ಅದೇ ತರಗತಿಗಳನ್ನು ಹಂಚಿ ಪ್ರತ್ಯೇಕವಾಗಿ ಮಾಡಬೇಕಾಗುತ್ತದೆ. ಹೆಚ್ಚಿನ ತರಗತಿಗಳಿಗೆ ಸಾಕಷ್ಟು ಉಪಾಧ್ಯಾಯರುಗಳು ಇರಬೇಕು.

ಯರುಗಳು ಇರಬೇಕು. ಕೊಠಡಿಗಳು ವಿಶಾಲವಾಗಿದ್ದು ಧಾರಾಳವಾಗಿ ಗಾಳಿ ಬೆಳಕು ಸಂಚಾರಕ್ಕೆ ಅವಕಾಶವಿರಬೇಕು. ಶಾಲೆಯ ಮೈದಾನವಿದ್ದರೆ ಬಾಲಕರ ತರಗತಿಯನ್ನು ಅಲ್ಲಿಯೂ ನಡೆಸಬಹುದು. ಬಾಲಕರು ಸ್ವತಂತ್ರವಾಗಿ ಕುಳಿತು ಆಸಕ್ತಿಯಿಂದ ಪಾಠದ ಕಡೆಗೆ ಗಮನ ಕೊಡುವುದಕ್ಕೆ ಈ ವಿಶಾಲ ಸ್ಥಳ ಅತ್ಯಗತ್ಯ. ವಿರಳವಾಗಿ ಕುಳಿತ ಬಾಲಕನು ಮತ್ತೊಬ್ಬನ ಸಂಗಡ ವ್ಯವಹರಿಸಲು ಸಾಧ್ಯವಾಗದೆ ಗಮನವನ್ನು ತನ್ನ ಪಾಠದತ್ತ ಹೊರಳಿಸಲು ಪ್ರಯತ್ನಿಸುತ್ತಾನೆ. ಉಪಾಧ್ಯಾಯರು ಪ್ರತಿಯೊಬ್ಬನನ್ನೂ ಗಮನಿಸುತ್ತಿದ್ದು ಅವನ ಮುನ್ನಡೆಯನ್ನು ಪರೀಕ್ಷಿಸುತ್ತಿರಬಹುದು. ವೈಯಕ್ತಿಕವಾಗಿ ಪ್ರತಿಬಾಲಕನ ಹತ್ತಿರವೂ ಹೋಗಿ ಅವನ ತೊಂದರೆಗಳನ್ನು ನಿವಾರಿಸಲು ಪ್ರಯತ್ನಿಸಬಹುದು. ಇದರಿಂದ ಉಪಾಧ್ಯಾಯರ ಕೆಲಸವೂ ಹಗುರವಾಗುತ್ತದೆ. ವಿದ್ಯಾರ್ಥಿಗಳು ತಪ್ಪದೆ ಗುರುವಿಗೆ ಪಾಠ ಒಪ್ಪಿಸಲೇಬೇಕಾಗಿಬರುವ ಪ್ರಯುಕ್ತ ವ್ಯಾಸಂಗಮಾಡಲು ನಿರ್ಧರಿಸುತ್ತಾರೆ. ಪ್ರತಿಯೊಬ್ಬನ ಮುನ್ನಡೆಯನ್ನೂ ಪರೀಕ್ಷಿಸುವ ಉಪಾಧ್ಯಾಯನಿಗೆ ತನ್ನ ತರಗತಿಯ ಎಲ್ಲ ಬಾಲಕರ ನಿಕಟಸಂಬಂಧವಾಗುತ್ತದೆ. ಗುರು ಶಿಷ್ಯ ಸಂಬಂಧವಾಗಿ ವಾತ್ಸಲ್ಯವು ತಾನಾಗಿಯೇ ಬೆಳೆಯುತ್ತದೆ. ಪ್ರೋಫೆಸರ್‌ವರ್ಗದವರಿಗೂ ತಮ್ಮ ಬಾಲಕನ ದಿನಚರಿ ಹಾಗೂ ಪ್ರಗತಿಯ ಬಗ್ಗೆ ಮನದಟ್ಟಾಗುತ್ತದೆ. ಸಂಯುಕ್ತ ತರಗತಿಗಳನ್ನು ಮಾಡಬೇಕಾದ ಸಂದರ್ಭದಲ್ಲಿ ಕೂಡಿಸಲ್ಪಡಬೇಕಾದ ತರಗತಿಗೆ ಬಿಡುವು ಕೊಟ್ಟು ಅವರಿಗೆ ಬೋಧನೆಯ ವಿಷಯವನ್ನು ಬಿಟ್ಟು ದೈಹಿಕವಾದ ಆಟವನ್ನೋ, ಅಥವಾ ಮನರಂಜನೆಯ ಯಾವುದಾದರೂ ಕಾರ್ಯಕ್ರಮವನ್ನೋ ನಿಯೋಜಿಸಬೇಕು.

ಬೆಳಗಿನಿಂದ ಬೋಧನೆಯ ಇಕ್ಕಟ್ಟಿಗೆ ಸಿಕ್ಕ ಬಾಲಕರ ಮನಸ್ಸು ಈ ಬಗೆಯ ಹೊಸ ಪದ್ಧತಿಯಿಂದ ಜೇತನವಾಗಲು ಸಹಕಾರಿಯಾದೀತು. ಸಾಮಾನ್ಯವಾಗಿ ಮಕ್ಕಳ ಮನಸ್ಸು ಪ್ರಾತಃಕಾಲದ ಅವಧಿಯಲ್ಲಿ ಚುರುಕಾಗಿ ಉತ್ಸಾಹದಲ್ಲಿರುವಷ್ಟು ಮಧ್ಯಾಹ್ನದ ವೇಳೆಯಲ್ಲಿರುವುದಿಲ್ಲ. ಅದಕ್ಕಾಗಿ ಅವರ ಮನಸ್ಸು ಬೇಸರಕ್ಕೆ ಬಲಿಯಾಗದಂತೆ ನೋಡಿಕೊಳ್ಳಲು ಆಟ-ಮನರಂಜನ-ಗುಂಪುಗಾನ, ಮೈದಾನದಲ್ಲಿ ಸ್ಪೆಂಜ್ಕಿಯಾಗಿ ತಾವೇ ಸ್ವಲ್ಪಹೊತ್ತು ವಿರಮಿಸಿಕೊಳ್ಳುವುದು, ಇವುಗಳು ಸಹಕಾರಿಯಾಗುತ್ತವೆ. ಕಾನೂನು ರೀತ್ಯಾ ನಡೆಯಬೇಕಾದ ಶಿಕ್ಷಣಪದ್ಧತಿಯಲ್ಲಿ ಇವೆಲ್ಲಕ್ಕೂ ಹಾಗೂ ಶಿಕ್ಷಕನ ಸ್ವತಂತ್ರತೆಗೂ ಅವಕಾಶ ದೊರೆಯಲಾರದು. ಹಿಂದೆ ಅದಕ್ಕಾಗಿಯೇ ಶಿಷ್ಯನು ತನ್ನ ಗುರುವಾಸ ಸ್ಥಳದಲ್ಲೇ ಇರಬೇಕಾದ ಕ್ರಮವಿತ್ತು.



ಕಾರಣ ಗುರುವು ಸದಾ ಈ ಶಿಷ್ಯನ ಮೇಲೆ ದೃಷ್ಟಿಯಿಡಲೆಂದು. ಹಾಗೂ ಗುರುವು ತನಗೆ ಬಿಡುವು ದೊರೆತಾಗಲೆಲ್ಲಾ, ಸಂದರ್ಭ ಪ್ರಾಪ್ತವಾದ ಕಾಲದಲ್ಲಿ, ಎಲ್ಲೆಂದರೆ ಅಲ್ಲಿ ಬೋಧಿಸುತ್ತಿದ್ದನು. ಶಿಷ್ಯನು ಗುರುವಿನ ನೆರಳಾಗಿದ್ದು ಕೊಂಡು ಅವರ ಸೇವೆಯಲ್ಲಿದ್ದು ಅಭ್ಯಾಸ ಮಾಡುವ ಪದ್ಧತಿಯಿತ್ತು. ಈಗಿನ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಬೆಳಿಗ್ಗೆ ೧೧ರಿಂದ ಸಂಜೆ ೫ರ ತನಕ ಮಾತ್ರ ಗುರುಗಳ ಸಾನ್ನಿಧ್ಯ, ನಂತರ ಅವರು ಅವರ ಪಾಡಿಗೆ ಗುರುಗಳು! ಇವರ ಪಾಡು ಇವರಿಗೆ! ಗುರುವನ್ನು ಕಂಡರೆ ಭಯಭಕ್ತಿಗಳು ಮೊದಲೇ ಇಲ್ಲ. ಸಮಾನತೆಯ ಕೂಗಿನಲ್ಲಿ ಈ ಗುರು ಶಿಷ್ಯರೂ ಒಂದಾಗಿ ಬಿಟ್ಟಿದ್ದಾರೆ. ಆರ್ಯೋಕ್ತಿಯಂತೆ ಸುಖದ ಕಲ್ಪನೆಯುಳ್ಳವನಿಗೆ ವಿದ್ಯೆ ಹತ್ತದು, ಕಷ್ಟಪಟ್ಟು ವ್ಯಾಸಂಗಮಾಡಿ ಗುರುಸೇವೆಯಲ್ಲಿ ನಿರತನಾಗಿರುವವನಿಗೆ ವಿದ್ಯೆ ಲಭಿಸುತ್ತದೆ. ಹಾಗೆ ನಮ್ಮ ವಿದ್ಯಾರ್ಥಿವರ್ಗವೂ ಕಷ್ಟಪಟ್ಟು ವ್ಯಾಸಂಗಮಾಡುವುದರ ಜೊತೆಗೆ ಗುರುವಿಗೆ ಕೊಡಬೇಕಾದ ಕಾಣಿಕೆಯೆಂದರೆ ಹಣವಲ್ಲ! ಕೇವಲ ಭಯಭಕ್ತಿ ಸಾಕು. ಆದರೆ ಇಂದಿನ ಶಾಲೆಗಳು ಗುರುಕುಲ ಮಾದರಿಯಲ್ಲಿಲ್ಲ. ವಿದ್ಯಾರ್ಥಿಗಳು ತಮಗೆ ಸರಿಯೆಂದು ತೋರುವ ಹಾದಿ

ಯಲ್ಲಿದೆ. ಅವರಿಗೆ ಪರೀಕ್ಷೆ ಕಠಿಣವಾದರೆ ಪುನಃ ಸುಲಭವಾಗಿ ಪರೀಕ್ಷೆ ನಡೆಸಬೇಕು, ಅಂಕಗಳು ಕಮ್ಮಿಯಾದರೆ ಎಲ್ಲರಿಗೂ ಅಂಕಗಳನ್ನು ಹಂಚಬೇಕು. ಒಟ್ಟಿನಲ್ಲಿ ತೇರ್ಗಡೆಯ ಮಾರ್ಗಗಳನ್ನು ಸುಲಭವಾಗಿ ಪಡೆಯಲು ಆಶಿಸುತ್ತಾರೆ. ಉಪಾಧ್ಯಾಯರು ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಯಾವ ರೀತಿಯಲ್ಲಿಯೂ ತನ್ನ ಹತೋಟಿಯಲ್ಲಿಟ್ಟುಕೊಳ್ಳಲು ಸಾಧ್ಯವಾಗುತ್ತಿಲ್ಲ. ದಕ್ಷತೆಯ ಅಭಾವ ತಾನಾಗಿಯೇ ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಮೂಡುತ್ತದೆ. ವಿದ್ಯಾರ್ಥಿತ್ವದಲ್ಲಿ ಯಾವ ಪಕ್ಷಪಾತವೂ ಇಲ್ಲದಂತೆ ದಕ್ಷತೆ ಹಾಗೂ ಅರ್ಹತೆಗೆ ಮಾತ್ರವೇ ಪ್ರಾಧಾನ್ಯತೆ ದೊರೆಯುವಂತೆ ಶಿಕ್ಷಣವನ್ನು ಬಲಪಡಿಸಿದಲ್ಲಿ ವಿದ್ಯಾರ್ಥಿಗಳು ಶ್ರಮವಹಿಸಿ ತಮ್ಮ ವ್ಯಾಸಂಗದಲ್ಲಿ ನಿರತರಾದಾರೆಂಬ ಆಸೆಯಿದೆ. ಕಾನೂನಿನ ಕಟ್ಟುಪಾಡಿನಲ್ಲಿ ನಡೆಯುವ ಈ ಪರೀಕ್ಷೆಗಳು ಕೇವಲ ವಿದ್ಯಾರ್ಥಿಗಳ ಪರೀಕ್ಷೆಯಾದೀತೇ ವಿನಃ ವಿದ್ಯಾಪರೀಕ್ಷೆಯ ಮಟ್ಟವನ್ನು ಅಳೆಯಲು ಸಾಧ್ಯವಾಗದು. ವಿದ್ಯಾರ್ಥಿಗಳ ಯೋಗ್ಯತೆಯನ್ನು ಅವನನ್ನು ವರ್ಷಕಾಲ ಗಮನಿಸುವ ಉಪಾಧ್ಯಾಯರ ವಿವೇಚನೆಗೇ ಬಿಡುವುದು ಸೂಕ್ತ.

### Letters to the Editor

(Continued from page 239)

Under the circumstances narrated, I earnestly request that the duties and responsibilities of the Head Master of a Middle School may be kindly caused to be duly recognised; and the posts of Head Masters of Middle Schools be converted into First Divisional appointments and such vacancies

be filled up by Under-Graduates on promotional basis and thus create an enthusiasm among them to discharge their responsibilities in full swing.

[This question deserves very earnest consideration of the Department and the Government. The anomalies will have to be set right very early.—Editor.]

### A Tale of a Shramadan

(Continued from page 233)

Oh! The villagers had a hearty laugh and said, "Look at these little chaps from the town who want to construct our school building." But the scouts were under capable leaders. They went on steadily doing what they could. The villagers could not but be impressed. They also noticed that a number of officers paid regular visits and that the village was being talked about. In course of time, it struck them all of them greatly that the project was in reality a serious matter. "It is what we should be doing" said some. From jeers, they gradually began to join in and being professionals, soon had the Boy Scouts just tagging and assist-

ing them. The Public Works Department stepped in with suggestions and plans.

The enthusiasm that had fanned itself rose to a great height, when a Minister who was going by that road, stopped, made enquiries and praised the work of the scouts. So efforts were redoubled and a first rate building was got up in record time. And at a 'gala' function a Minister 'opened' the building and prominent people participated.

"Maramma be thanked," declared a villager "she gave us the insight". The example was followed up by other villagers and if you happen to travel on that road you may see some neatly built school buildings strung along the route.



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